Comment Form
Policy 2320: A Process for Improving Education: Performance Based Accreditation System

Action	
N	No Response
NA	Not Accepted
A	Accepted

Type	
-	Negative
+	Positive
o	Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	*ACTION/ TYPE*	RATIONALE
		§126-13-1 General		
2016-04-18 10:54:39	Jeff Bryant Principal Greenbrier East High School Lewisburg WV	I am full support of a system that holds schools accountable. Unfortunately this policy is not the appropriate tool for this purpose. As educators we all have High Expectations, but the expectations outlined in this policy are unnecessary and unrealistic. Once again, the Department of Education and the Governor have designed a policy that penalizes the schools for areas in which are parental issues such as student attendance. Schools can encourage students not to miss school, but the bottom line is parents will make decisions regarding attendance for their children contrary to school expectations. It is unfair and unrealistic to expect schools to be responsible for this burden.	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-04-19 19:49:25	Rhonda L. Foreman NBCT English Department Chair Martinsburg High School Martinsburg WV	Policy 2320 is a ridiculous policy that shows how far out of touch politicians are with students and teachers in West Virginia schools.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-20 09:55:05	Thomas Dobson Teacher Martinsburg High School Martinsburg WV	I am a teacher in the Eastern Panhandle of West Virginia. I am writing this email to tell you that I am against Policy 2320. According to my research the policy states "84% of it is how well our students perform on the WV General Summative Assessment. Only 4% is based on graduation	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students

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		rate, 4% on career readiness, 4% on college readiness, and 4% on attendance. I believe that it is wrong to grade teachers on the GSA, but not hold students responsible. I think there should be a way to also hold students responsible for scores also. I have talked to many of my students and they say they dont try on the test. So, using this to grade teachers could really hurt the teachers.		in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-25 10:32:33	Natalie Laliberty Principal KCS South Charleston wv	Test scores should not be the only factor being assessed even if they are divided into various sub-group categories. There needs to be admittance that there are a few variables for which we (system/school) have no control. I wonder if the true long term intent is to expand private schools by reducing public opinion of public schools as in the southern states where public schools are just for the poor special education students.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-25 10:54:38	Tanya Hill Teacher Cabell County Schools Milton WV	Excited to finally see our state acknowledging the need for assigning a value to individual school performance. Historically, schools have not been very good at monitoring our ineffective practices making adjustments. In the long run, I believe this will hold individual schools more accountable for the achievement within the building. I also believe, as a 20+ year educator, it will motivate teachers to constantly look for the best practices and most effective methods which in turn, will increase student engagement and achievement.	*A/+*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-26 13:07:25	MARK HOFFMAN MR MARION BOE FAIRMONT WV	What ever happened to we're not giving these tests to compare student against student, school against school? No school is the same. No standard has ever been devised to account for all the differences in students' knowledge or abilities. So, why are we trying to re-invent? This is politically motivated. Grading schools is a way to appease the minority of the population that feels they are entitled, while the rest of the population wallows in the political rhetoric that will stem from such a policy. Grading a school, in the long run, only stymies any progress being made by individual schools to relieve themselves from the quagmire of policies that really aren't going to change anything except make it harder those on the front line to do their job. We get bogged down with these	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		unreasonable policies by rule makers who couldn't last a year doing what we do. I'll bet that in 10 years we haven't changed. We do this to make the politicians look good to their voting friends. Look at the history of education over the last 25 years. Has anything really changed?		
2016-04-27 14:48:02	Chris Tennant Teacher Marion County Schools Farmington WV	Commenting on the performance based education accreditation system. Generally, I think it is an idea that desires much scrutiny.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-29 13:36:05	Melinda Walton Director Tyler County Schools Middlebourne 26149	Student and staff moral will decrease over time if low ratings are received year after year.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-04 10:02:32	Ted Hanket Physics Teacher JMHS Moundsville WV	The principal explained, in general, how this process will work. I do not believe that the school should be graded based on the "Smarter Assessment" scores. The way he explained it, that will account for about 80% of the score. Other things like graduation rate, college prep classes and dual credit / AP classes are more important than a test that the students have no accountability for. It is really hard to get the students to take the test seriously when it counts for nothing.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-04 13:27:54	Kari Clark John Marshall High School Glen Dale WV	It is not ethical to hold schools accountable for Smarter Balance scores when there is no repercussion to the students. If the scores don't matter to the students then the average student will not try on the test. If the students were penalized somehow for not trying, then the scores might be used as a real assessment of the students knowledge.	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative

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2016-05-04 19:27:20	Frances Tolley Science Chair Hurricane High School Hurricane WV	Teachers try and try to get kids to school. We offer incentives, boards of education offer incentives...we offer punishments. I just know that even with all of this effort we cannot get all the kids to school. There are lots of reasons but many center around lack of social skills. That would be the MOST important effort that we can make very early in our schools. It still won't reach everyone. The truth is we need to teach the kids who come to school and focus on them too!	*NA/-*	Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-04 19:30:20	Frances Tolley Science Chair Hurricane High School Hurricane WV	The assessments cause such a disruption to the educational processes that I'm not alone in saying it doesn't seem to be worth it.	*N/-*	The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than 8 hours in length;

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				therefore, less than 1% of instructional time.
2016-05-05 15:31:08	robert true myers Principal Berkeley County Public Schools waynesboro Penns	Education is the greatest profession in the world. To help young people become strong and contributing members of society is a vocation for those who truly care about the future of the American way of life.	*N/+*	Comment not directly related to policy or too general of a comment to consider a policy change. The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than eight hours in length; therefore, less than 1% of instructional time.
2016-05-05 20:49:55	Timothy M. Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I cannot see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they don't know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*N/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to

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				determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-06 08:00:36	matney teacher Oak Hill High School Oak Hill WV	This post is in response to the performance based accreditation system. This system has failed in other states and I cannot see it succeeding here in WV. We have so many classrooms without highly qualified teachers, PEIA is cutting benefits and now this. We teachers need and deserve better.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-09 13:40:23	Vic Fisher Supervisor, Pupil Services Harrison County Schools Clarksburg WV	I recommend a five level school designation system with descriptive titles rather than the A-F letter grade system. I believe the letter grade system, if cut scores result in a disproportionate portion of lower grades, is a punitive system that could result in overly bad publicity for schools in low income communities.	*NA/-*	A-F letter grades will enable the parents and community to understand where their schools rate.
2016-05-09 14:53:46	Paula Prostrollo Teacher Oak Hill High School Oak Hill WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability.	*NA/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Attendance in school is an essential component of student success both

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				academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-09 14:54:24	Stacey Carroll Teacher Fayetteville WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability.	*NA/-*	

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2016-05-09 14:55:38	Stacey Carrol Parent Fayetteville WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability.	*Duplicate same person.*	
2016-05-09 14:57:03	Michelle Wolfe Counselor Oak Hill High School Oak Hill WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability	*Duplicate of Stacey Carrol.*	
2016-05-09 14:57:39	Alden Wriston Teacher Oak Hill WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability - See more at: http://wv.aft.org/news/wv-boe-policies-public-comment#sthash.T3yo5pCj.dpuf	*Duplicate of Stacey Carrol.*	
2016-05-09 14:57:53	Roberta McGuire School Librarian Specialist Oak Hill High School Oak Hill WV	The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools. This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted.	*NA/-*	Comment not directly related to policy or too general of a comment to consider a policy change. Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for

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		Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing.		transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-09 14:57:59	Stacey Carroll Parent/Teacher Fayetteville WV	Unless there is action taken against those who are breaking the truancy laws it is unfair to hold schools responsible for the attendance of students. Schools have no way to force students to attend a school day if there is no consequence to hold parents/families accountable.	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-09 14:59:52	Roberta McGuire School Librarian Specialist	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and	*Duplicate of Stacey Carrol.*	The ultimate goal of an accountability system is to increase the academic

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	Oak Hill High School Oak Hill WV	educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability.		achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Comment not directly related to policy or too general of a comment to consider a policy change. Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the
2016-05-09 15:04:00	Brandon Wickline Teacher Fayette County Board of Education Danese WV	I think that this new policy really makes it difficult for the schools to achieve any amount of success. 1350 points are possible and 1100 are based on the test? This is seems to be setting schools up for failure. Graduation rates are not considered to be a high priority in this policy. I believe getting kids graduated looks better on a school than a standardized test.	*A/-*	
2016-05-09 15:11:24	Debbie Garvin Special Education Teacher Oak Hill High School Oak Hill WV	Yes, we do need an accountability system yet I believe the policy for review will not meet the needs of our state. Student performance must also be measured and the students must be held accountable.	*N/-*	

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2016-05-09 15:12:25	Daniel Hodges Science Teacher Fayette County Board of Education Meadow Bridge West	It is my understanding that 1100 points will be assigned from standardized testing results out of the total 1350 points. This is an exorbitantly high percentage. If you intend the testing results to carry this large of percentage in the assessment structure than you might as well base the entire score off of testing and get rid of this complex and cumbersome policy.	*A/-*	Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-09 15:16:44	Margaret Smith Teacher Meadow Bridge High School Meadow Bridge WV	1. The math and English accountability score of 1100 out of 1350 is impossible for a school to score to attain. 2. Nearly every state that has adopted this plan has abandoned it. 3. School need to know how much improvement is needed before the test is administered. 4. The way the At-Risk Subgroup Reduction is figured is unfair.	*1. A/-* *2-4 N/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-05-09 16:38:33	Jill Manon Teacher Oak Hill High School Oak Hill WV	Really? 80% of a school's rating is based on 4 days of testing? That's ridiculous, just simply ridiculous. Also, why are we using a system of "grading" that has shown it does NOT work in other states? Who on Earth thinks it will work here? Do some research please!	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-09 17:04:05	Jayann Jones Fayetteville WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability. - See more at: http://wv.aft.org/news/wv-boe-policies-public-comment#sthash.oP9W1zo9.dpuf	*Duplicate of Stacey Carroll.*	
2016-05-09 17:13:19	Jayann Jones Fayetteville WV	It is unfair to base 80% of the accreditation score on the standardized test that the students know counts for NOTHING, in the grand scheme of things. Many students finish the test in mere minutes by checking any box, without even reading the question or responses. If schools receive a poor rating, then much more is at stake for the community, not just the school. Factors, such as school quality, affect things like property values and the exodus of jobs in the area. This proposed rating system is not a valid overview. If a teacher rated my son's grade - 80% of it - based on one test (keep in mind that some of the best students are not the best standardized test takers, for a multitude of reasons), you had better believe that I would be at the school going to bat for him. I am sure that any parent on the State BOE would feel the same.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Comment not directly related to policy or too

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		In addition, how can a school have any control over attendance? That is a parenting issue, in most cases.	general of a comment to consider a policy change. Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-09 23:16:20	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I cannot see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they don't know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy?	*Duplicate same person.*

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How is it legal to count a modified diploma graduate as a non-graduate?
Try again. Our kids, schools, and communities are worth your best effort.

2016-05-11 07:22:40	Carol Learmonth Special Education Teacher West Virginiai Education Association Fayetteville WV	I am very worried about the state testing. There are many flaws in it especially the time it takes to give the exam. 5-6 weeks, come on, you all can do better than that!! Why can't we go back to the way it was, to where everyone took it in one week and was done with it. Why do we have to have technology put into it if it's going to take that long. You should be worried about the education of our children and that 5-6 weeks really hinders their education, whether they are taking the test or have to move to another classroom or auditorium to have their class. I guess you all do not have anything else better to do than to sit there and "grade" us on how our students do. That's not fair with this type of testing and to count special education students is ridiculous. I hope that you would reconsider the testing that you have established for our students and do a much better job on it.	*NA/-*	The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than 8 hours in length; therefore, less than 1% of instructional time.
2016-05-11 09:33:05	Sara Drennen Teacher Ripley Elementary Ripley WV	3.1.A I agree that all students can learn. Ethnicity, race, or gender doesn't affect learning. However, socio-economic status does affect a students progress / ability to learn. Students that come from families that do not value education, will not have the home support needed to be successful. Education of a child is a four-legged stool. The legs of the stool stand for community, teachers/administration, parents/guardian support, and the student effort. If a leg is missing from the stool, it cannot stand.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 15:01:08	v.kumar mr fhs fayetteville wv	The time spent for the GSA testing should be reduced as it results in a loss of instruction time. It would be better if they can do all the testing in just a week.	*N/-*	The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less

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				than 8 hours in length; therefore, less than 1% of instructional time. Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 15:03:05	Joe Dirt Physical Education / Health Teacher Fayette County Board of Education Fayetteville WV	As a professional educator I can remember taking part in testing as a student. I can remember the testing being rigorous and tough. Practicing skills that required individual work and were not based the school as a whole. Not only does this testing situation put out school in a absolute horrible position but it also does not demand these students to be held accountable. This sucks, and your not helping!	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 15:03:33	Joseph DeGaetano Fayetteville WV	Hello, I am writing to express my concerns and issues with Policy 2320. My biggest concern is over the lack of student accountability regarding the end of the year tests (The name of said tests have changed so many times that I am referring to it that way) and the importance of these tests regarding BOE decisions and direction of education. Simply put, I believe we are putting too much emphasis on this test with little regards to the traditional markers of data to access student and school achievement. A better model would be something along the lines of a SAT/ACT test that was given at certain times throughout a child's school career. For instance, a child would take a national test at grades 2nd, 5th, 8th, and 10th grade to access student intelligence/education. A system like this makes sense. I strongly urge you to take a closer look at this policy and take some of my suggestions into consideration.	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.

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				The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than 8 hours in length; therefore, less than 1% of instructional time.
				Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 15:03:35	Emma McGinnis Teacher Fayetteville High School Fayetteville WV	I teach middle school math. When I first started this school year, I tried to determine if the Next Generation standards are aligned to the objectives of the Smarter Balanced Assessment. I cannot find an alignment of the learning outcomes. Therefore, it appears as if we are assessing the students on topics that have not been covered adequately in the classroom. In addition, I have tried to teach the curriculum using the textbooks provided, aligning the textbook material to the Next Generation Outcomes, but feel that the students need to grasp the basic skills. Teaching introduction to algebra to students that do not have basic multiplication and division skills is burdensome to say the least.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 15:06:06	Jonathan Rahall SPED Teacher staff Fayetteville wv	The current system of testing is worthless. Basic scientific method says there must be only one variable. Yet, in our testing there is no time limits. This adds a second variable. The first is the student. So the tests say very little. And, they take an entire month to administer. This is valuable time for something the students have no interest in, at least in our area. The problems facing our schools can best be described with one example. Students in one of my peers classes were given 50% in their math	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		exams if they answer every single question. Each question was worth two points and to answer even if wrong, they were given one point. And yet, 75% of her class scored below 50%. Our students, and this is coming from home and as the system is set up, there is very little to be done for such a mass of the student body in such an attitude.		
2016-05-11 15:06:45	Susan Kincaid Fayette County Board of Education Montgomery West	I feel it is unfair that a school's accountability is based 81.5 % (high schools) on the summative assessment. While we as educators can wield some influence, we cannot control all variables. For example, some students spend five minutes or less on a test session despite any pep talks or prompting. How can the testing teacher control these issues? How can we as teachers be expedted to control whether children put forth effort, especially the older students. By the time they are 11th graders- the grade that "counts," they are sick of testing and less influenced to try.	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures

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2016-05-11 15:11:03	Shane Groves Teacher Fayetteville High School Fayetteville wv	The end of the year tests are supposed to be used by teachers as a way to collect data and identify what students know and don't know. We are supposed to be able to look at a student score attached to a CSO and know whether or not students learned that CSO. I have been teaching HS math for 10 years and have found no correlation between what a student learns in a year and how they perform on their end of the year test. It is no surprise to me when a "goof off" student gets mastery while a student who turns in every assignment and works their hardest gets below mastery, all because one is a quick logical thinker while the other is a harder worker. I don't see how giving this end of the year test can be used to properly evaluate what they know or don't know when there are so many more factors contributing to their test scores. Only one of which I mentioned, student inherent personality and IQ. I spent my first year teaching at George Washington High School currently ranked 2nd in the state in test scores. The parents and community rallied around these standardized test in order to stand out in the state as the best in the state. I currently teach at Fayetteville High School. I would say maybe 10% of students care about their test scores while the rest either try because they are there and might as well try or don't care at all. I taught the same thing at both schools, the teachers were equally proficient in either school, but GW always got top 2 in the state while FHS is in the bottom 50. The difference is community and SES. I could go on and on about this but basically it comes down to one thing. Why do you penalize a school whose students do not care by giving them a low letter grade on their school based upon these test when the teachers are trying their best. These schools need attention in other areas not focus on tests that everyone knows they are not going to do well at.	*N/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-11 15:16:22	Kristen Personius Teacher Fayetteville High School Fayetteville WV	There is absolutely no incentive and accountability for students to perform well on the GSA tests. Students are not given a grade for taking the tests. Some students spend less than 5 minutes on a 50 question tests. As a teacher, I am highly disgusted that myself and my school are held accountable for student test scores when the students are not held accountable. There are no incentives for the students to do well on the GSA tests. Our school offers no reward for students who try on the tests. It makes it extremely difficult to motivate students to do well when they have nothing to work for.	*N/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for

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				transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-11 15:57:55	Jill Manon Fayetteville WV	This policy is ridiculous. It has already been proven ineffective, even detrimental to schools. Do you honestly think data from WV will be any different from the states where it's been tried and dismissed? We should be trying to encourage educators instead of basing 80% of their evaluation on a test for which the student has no responsibility**!!!**	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the

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				requirements begin credit-bearing classes in college.
2016-05-12 07:50:36	Kelli Ballenger Mathematics Teacher Ansted Middle School Ansted WV	Subsection 5.2.a.2 and 5.2.a.3 When doing the middle school calculations for each individual section, the General Summative Assessment accounts for 1100 points of 1200 points or roughly 92%. This clearly cannot be multiple measures. Teaching is based on several facets of accountability. The measure needs to reevaluated and incorporate more various measurements with a measure of student accountability. The at-risk subgroup and attendance subgroup measures are not clearly defined in the policy. They need to be more informative or detailed as to how they will be measured with quantitative measurements.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.

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2016-05-12 09:00:49	Cathy Kachman FACS Teacher Fayetteville High School WV	What is the real purpose of this test? The students being tested are not accountable in any way. I have watched students start and funish the test in less than three minutes. Did they take time to read the question? But yet, "we" blame the teachers and the school when the scores are below passing. The testing method being used now is to lengthy. Our school has devoted over one month to testing the students. This takes away time that could be better spent in a classroom. I have not been in my classroom for this month and had to find/create lessons based on this. Yet, my room gets trashed each day and since it is my classroom, I clean it each day.	*N/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than 8 hours in length; therefore, less than 1% of instructional time.

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		Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-12 10:08:11	David Delk Wheeling WV		*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-12 10:14:40	Jason Crouch FCEA/WVEA and teacher Oak Hill WV	Although the policy intent is for multiple measures to determine a clear means to define student performance only one assessment measure is used in the middle school. The general summative test is weighted so heavily: all but 100 of the 1200 points are accounted for the GSA. This weighting system is not defined in policy and places a tremendous weight on one single measure. How does this represent multiple	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students

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		measures? The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in the policy. Will this include the students who are not present for a full academic year? Will this be a percent reduction? What is the measure for this piece? Attendance percent is not defined-one would assume 95% or higher? Why would the policy not clearly define and spell out the percentage?		in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-12 12:06:50	Misty Lovins Teacher Fayetteville High School--AFT Fayetteville WV	I see some issues with policy 2320. First off there is no accountability to the student. It does not impact their progress or advancement in school and the scores do not impact a student who is going to a college. Secondly most of the teachers are not seeing the students in their class for an extended amount time due to either the student testing, the teacher is testing or covering a class for a teacher who is testing. Which means that our students are not learning new concepts they are basically reviewing concepts already taught. The students know that it does not matter how they do on the testing. Due to test scores now being a part of the teacher evaluation it effects teachers who are working to provide quality lessons based upon Next Gen standards. Students need to be held accountable for the testing.Some will just become clkck happy and see how fast they can finish instead of trying due to wanting to the first done and sick of the being tested.	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3

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				or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-12 13:33:33	James Tucker Teacher FHS Fayetteville WV	1. This policy does not make any sense. The policy seems to take whatever is normal and invert it with items that are not normal or sane. In other words instead of a testing policy for GSA, this seems to justify the formation of a new department called OEPA. The way this is written, I am led to believe that the comments on this policy is for the appeasement of someone and that these comments will fall by the wayside. 2. Although quality is mentioned, it is portrayed as a joke. If there is quality then where does it account for students? Students are not held accountable. Therefore students have no incentive to perform their best on the GSA. However, how well, or poor, students perform on the GSA, teachers are penalyzed. What about socio-economic factors?	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 08:35:20	Presley Slater Student Sissonville High School Charleston WV	In general, students do not miss school on purpose. When a student misses school, they fall behind, and in some cases, they can't catch up. We can not determine what time a funeral is taking place, and therefore, students should not be penalized for missing school. We can not determine when we get sick, and students who become ill should not be at school spreading the illness to their peers. By creating this regulation, you seem to forget that we can not plan to get sick and can't always plan when our doctors appointments are. Physician offices normally do not have appointment spots open in the evening, so it is not the peers fault that they have to leave school for a checkup. I do understand that skipping school and absences may be a problem, but i believe that if they have a doctors excuse, funeral excuse, etc., that they should not be penalized for missing school.	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance
2016-05-13 09:19:04	Joe Hamblin Wood Shop Teacher Martinsburg High School Martinsburg WV	Using just test scores to evaluate anyone or any organization is foolish. Stop teaching students to take test and let the teachers teach the students. Most students want to learn the about the topic the teachers is teaching. They don't care to learn how to take tests. That isn't real life and we are to be teaching them about real life.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-05-13 09:23:19	Thomas Dobson Teacher Martinsburg WV	Schools are much more than a test score. I am a firm believer that there are other ways that we can measure whether schools are properly educating our students. Many teachers can't be as creative as they want because there is so much teaching to take the test and testing tips in classes now. If you are going to grade schools based solely on test scores, than I believe you should figure out a way to make the tests meaningful to the students. We are currently completing the WVGSA, and I have a few students who have completed the test in five or ten minutes. No student should be done that quickly. But if this measure passes that student's score would count against my school and therefore against me.	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-13 09:28:12	Timothy Smith Teacher Raleigh County Schools Shady Spring WV	Grading a school based on multiple facets of one assessment misrepresents the tenets of multiple measures. When determining a disability/disease a physician or psychologist is required to consider multiple measures that converge to validate a diagnosis. We should hold ourselves to no lower of a standard.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 09:37:13	Veltri Principal North View Clarksburg WV	In the overview it stated the measure of the grading system will be based on multiple measures, but in reality it is only being measured based on ONE test. Only utilizing one test only provides a snap shot of a students performance. It is not appropriate to judge a student or a school on one measure. We provide students opportunities to complete tasks to show their abilities, but with this measurement system you are only	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts

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		allowing the school to show ONE snapshot, and it would not provide a total picture of the school or the students progress. ONE assessment does not show progress. To show progress you would need to look at he same measure multiple times for example: Pretest and post test. Utilizing this system would be the best way to judge growth and the work of a school. Also looking at programs and samples of activities is another way to see the full picture of the school.		and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 10:12:58	Russelle DeVito Principal North Marion High School Farmington West	Any state school accountability system that requires a 12 page document of Business Rules is not a system that can be easily explained to teachers, parents and students. The two most straight forward and easy-to-understand-and-explain measures of the proposed Accountability system are: 1) The College/Career Ready indicator and 2) the Graduation Rates. These two measures: involve multi-year data, allow multiple options for scoring, are open and changeable, seem fair, and seem to promote the goals for which they were intended--- increasing student in-school performance and graduation rates. Other measures have embedded decisions that are not transparent. Business rules focus on their calculation rather than on the goals to be accomplished. For example, even the seemingly simple Attendance measureâ€™s FAY requirement fails to address why 135 day rule was selected.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 10:17:36	Mark Burkhart Teacher Berkeley County Schools Martinsburg WV	As an educator I do not believe that my performance should be based off the test scores of student performance. When the test themselves have no ramifications for how the students themselves perform why should I be judged on it? At the same time I cannot motivate the students to take the test seriously when they know at the end of the day it has not effect on whether or they are promoted to the next grade or get credit for the class. In most professions where people perform poorly they are fired or demoted I as a teacher am not afforded that luxury if they students perform poorly it is the schools, teachers, and administrations fault because their is no accountability on the part of the students so we are made to look bad. So if this policy goes into effect I would like to see the door swing both ways if we are to be held in account for student performance on tests so should they.	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the

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2016-05-13 10:40:26	Melinda Sherman Martinsburg WV	When I asked a few students how testing went, I was told, "I just picked random answers, so I could finish fast". These are the kind of numbers teachers are being held accountable for. Students that want to do well will and those that don't will not no matter how much preparation they have received.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 14:23:18	Natalie White teacher CMHS Millstone WV	It is absolutely ridiculous that 90% of a teachers evaluation is based on the GSA. Not only that, but on scores of the ENTIRE school. So since I teach mostly 10th grade students... I thought I would be evaluated on the 10th grade math scores. NO! I will be evaluated on grades 5-11 math scores.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 14:28:52	Angela Ceo Mrs. Ohio County Schools Wheeling WV	I think the way the schools earn a grade based 96% on the WV General Summative test is not a valid or logical calculation of a school's performance. Giving this much weight to one test that most children don't care about is not a true indication of the performance of the schools.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 14:32:20	Melissa Ceo Wheeling WV	It is embarrassing that we are still considering evaluating our schools on a rubric that only uses test scores. Schools are MUCH more than the sum of one test. For God's sake, please consider doing something right this legislative session and scrap this proposed 'policy' ASAP.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 15:02:10	John Doe	This policy is only going to strive to make school unsuccessful.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-05-13 15:06:33	Tammy Thompson Teacher Oak Hill WV	A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing.	*N/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 15:10:13	Connie Summers WV	This policy looks like it is setting every school in the state up for failure. I think the developers need to go out into the schools and see what education is really like. Talk to teachers and see what REALLY works. Just because it looks good on paper, doesn't mean that it is feasible. It is odd that WV always has to be on the tail end of everything. The rest of the country is moving away from this type of system while WV is moving toward it. Maybe someone should look into why that is the case.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 15:16:00	Suzzie Q I choose not to identify myself Credence on the river WV	There must be clarity in identifying the "multiple-measures" in how schools will be assessed. Also, these measures should be equally weighted. 90% of a school's assessment should not be The GSA. An effective school should equally weight drop out and retention rate, attendance, school climate, and a variety of other things. There is too much emphasis on testing. Also, you must start holding students accountable for their scores. Get away from the assembly-line approach to education.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 15:20:06	Tammy Thompson Teacher Oak Hill WV	I have been a test administrator for many years. About 1/2 of the students in my testing groups this year did not appear to take the test seriously. Many finished the test before they could have possibly read every question, much less put any thought or effort in to an answer. I had a group of students take anywhere from 30 minutes to 1 1/2 hours to take a test while students in the same testing group finished in less than 4 minutes. Many click a few answers, wait a while, then begin again so it appears as if they are working as they should. It is unfair to hold me, or any teacher or school	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The

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		accountable for behavior such as this. I can NOT make a student read the test and try to answer the questions to the best of their ability. The responsibility should rest on the parents and students shoulders. I am a parent and when my children were in school, they were expected to do their very best as I am sure yours were too. New flash...not every parent cares enough about education to express to their child the importance of doing their best.		WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 15:20:14	Britni Price Teacher Glenville West	Standardized testing should not play such a major part in the school grading policy. Standardized tests do not give an accurate reflection of a school. In my school only two grades take the Smarter Balance. The test should not have such an impact on the entire school when only two grades participate in the testing. Again, this is not an accurate reflection of a school.	*A/-*	
2016-05-13 16:56:43	Dale Lee President of WVEA WVEA Charleston WV	WVEA has concerns about the revisions to Policy 2320. First, there is too much reliance on student performance on the statewide summative assessment in determining whether a school will receive an A, B, C, D or F grade. We do not believe this accurately measures a schoolâ€™s quality or performance. There should be greater emphasis on analyzing multiple measures of accountability. We also are concerned with the lack of student ownership in the statewide summative assessment, particularly in the secondary schools. Older students understand that they will not be held personally accountable for their performance on the Smarter Balanced assessment. The state Board of Educationâ€™s own analysis in 2015 indicates that many students took no ownership in the test and didnâ€™t take it seriously.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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		Further, we believe A-F school grading continues a departure from the fundamental reasons for testing. Student assessments should not be about issuing letter grades for our schools or grading our teachers. The purpose of these assessments should be to inform instruction and collect data that allows our schools to improve. Many questions remain, such as: What resources will be available for schools with â€œlow gradesâ€ in an environment where the state is poised to take more money away from our public schools? Also, how do we expect some schools that receive a D or an F to have to deal with excessive student transfers, which in turn will cost the school even more money and resources? With A-F school grading there has also been fraud and abuse in other states. Some statesâ€™ laws have been repealed. In others, A-F school grading has been deemed as flawed and meaningless for school improvement purposes. Please also consider the negative effect that poor school grades could have on school and community morale and, potentially, property values in some areas.		Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-14 22:43:31	Rhonda Donohoe Principal WVSSPA Cross Lanes WV	As a school principal, I do not support the proposed A-F accountability system. The proposed system of measures is too heavily rooted in the performance of students on the one time a year SmarterBalance Test. Without student accountability on this particular test, results are subjective and cannot and do not reflect student mastery of content. Educators are witnessing students who randomly mark answers, finish the test in a period of time that is so quick that thoughtful and appropriate effort was not given to the test, and testing conditions such as technology issues are creating testing environments which are unfavorable for the test administrator and test taker. The proposed A-F accountability system is also devised in order to penalize schools where lower performing students attend. For example, special education students, low SES	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to

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		students, and students performing below mastery in the bottom 25% are measured and recorded several times within the proposed scoring system for an individual school. Until which time student accountability and parental accountability become part of the standardized testing process, this data is unreliable to gauge teacher, student, and school performance. Current trends in education literature are supportive of a more well rounded system of reporting data about a school to the public such as a dashboard of information where an interested party could review multiple sources of data on an individual school by reviewing a dashboard that contains enrollment data, professional educator training and educational data, attendance information, testing and other academic reports, and sub group performance data. Let the individual seeking the information make their own decisions informed by the data they are able to review for themselves. A single letter grade assigned to a school is a simplistic, insulting measure suggesting that an interested party who wants to review school data is unable to understand the information for themselves and make an informed decision of their own.		determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-15 13:07:03	Marianne M Annie principal Chesapeake Elementary South CHARLESTON West	The kids with IEPS get slammed 3 times with Test results, adequate growth and observed growth.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-15 23:01:18	Rob Moore Principal Marion Co. Schools Fairmont WV	The idea of "grading" individual schools based on data from a single test is unreasonable and unfair. You are comparing apples to oranges with this system. We are not all playing with the same deck. I am principal in a Pre K - 4 elementary school that serves 5 small communities. We have a very high turn over rate of transient students moving in and out of our school. Most students are being raised by a single parent or grandparent. Nearly 80% of our students fall into the Low SES category. Try as we might we struggle with just daily sustenance for our students along with their domestic issues. For many of them their school is there safe harbor. Our staff and students work very hard to achieve even modest growth while schools in more prosperous communities are recognized for their achievement. Our state can not decide on what standards they want taught or how to assess the standards but feels as if giving a A-F grade for accreditation to schools will be effective in increasing student achievement. On the contrary I can see it having an adverse effect on student	*N/-*	

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		achievement. The teachers and staff at schools such as mine are already working day and night just to keep their students in school. If they have a low growth year and get a D or F rating then that will be devastating to the morale of the staff, students, and community. There was nothing wrong with the last accred rating. It only existed for a few years. I am only one school admin but most principals and teachers I speak with are solidly against this new accred initiative.		
2016-05-16 07:37:40	Deborah Toppings 5th Grade Teacher Calhoun Middle High Mt. Zion WV	From what I have read and understood I do not believe that this policy should go in effect. When we are evaluated as a teacher we should be based on what the students we have had an effect on that year has completed or accomplished. And even at that it should be at a low percentage if that is to be included due to the fact that some classes some years just do not care they do not see where it is benefiting them. They do not try. Where I teach is a 5-12 I have not had many of these children in fact since it is my first year I have only had about 20 of them. It is not fair to judge me by what my past and present educators have accomplished or them by what I have accomplished.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 09:55:01	Michele Bell Teacher Crab Orchard Elementary Crab Orchard WV	First of all, I am an elementary educator. I find it unbelievable that we submit children to testing that places them in a room for hours at a time. This test lasts entirely to long for too many days. No test exist for college or careers that would last this long. These are ELEMENTARY students. Secondly, what are we possibly comparing here? If you are comparing my fifth grade class from last year to my fifth grade class this year. These are two completely different groups of children. You are basically comparing apples to footballs. Last year my students carried a 62% in their ELA scores. I can guarantee that my students this year will be closer to 50%. Why? Because the make-up of my students is different. I haven changed as a teacher. I am not failing my students. If you would truly like to show growth within a school year. I would suggest that we test students at the beginning of the school year and the SAME students at the end of the school year. This does not take rocket science. My greatest suggestion is that you allow teachers make suggestion on how you do your legislation.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 11:19:19	Terri Gunter 2nd Grade Teacher Raleigh County Schools Mt. Hope WV	I ask that you rethink Policy 2320. Please consider the following: 1. Grading a school based on multiple facets of one assessment misrepresents the tenets of multiple measures. When determining a disability/disease a physician or psychologist is required to consider multiple measures that converge to validate a diagnosis. We should hold ourselves to no lower of a standard.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts

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2. The Grade should be a reflection of the overall school proficiencies congruent with the WV Standards for High Quality Schools
â—¦ Standard 1 â€“ Positive Climate & Cohesive Culture
â—¦ Standard 2 â€“ School Leadership
â—¦ Standard 3 â€“ Focused Curriculum, Instruction & Assessments
â—¦ Standard 4 â€“ Student Support Services & Family/Community Connections
â—¦ Standard 5 â€“ Educator Growth & Development
â—¦ Standard 6 â€“ Efficient & Effective Management
â—¦ Standard 7 â€“ Continuous Improvement

3. The schoolâ€™s A-F Accreditation score should be accompanied by a rubric to assist the district and parents in knowing how each of the â€œmultiple measuresâ€ was weighted to aggregate to the selected score.

4. The A-F Accreditation system cannot be based on a bell curve unless we have an expectation of failing schools.

5. The A-F Accreditation system will yield the same result as it did for Maine. They found schools were actually graded on demographics as poorer school always performed lower. Of schools that received Fâ€™s, 61% were poverty schools.

6. Given that students must take a college entrance exam as part of applying for college, students who score a specified composite on the ACT or SAT should be included in the number of students who are college and/or career ready.

7. A simple letter grade of A-F does not reflect a schoolâ€™s performance. Each category --- Overall Student Proficiency, Growth, Attendance, College- and Career-Ready --- should be given a sub-grade and then an overall grade should be issued. The sub-grade would give schools and districts better information to communicate to parents. Also, instead of an overall grade, the sub-grades could be averaged and a GPA assigned.

8. Ninety-six percent of the elementary and middle school grade is connected, in some fashion, to one test score. While multiple measures are being used, 96% are

and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

		tied to ONE test. Students are more than ONE test. The multiple measures could include not only performance/growth on THE test but also performance based upon the seven high quality standards. 9. The 3rd grade reduction (reading) and 8th grade reduction (math) should be based on the same cohort of students as opposed to two different sets of 3rd grade and 8th grade students. We should compare apples to apples.....not apples to oranges! PLEASE reconsider Policy 2320! The state of WV is currently in a downward spiral economically. We are counting on job creations to help us climb out of this slump. How many businesses outside of West Virginia will want to move their corporations here when there are public schools with "D" and "F" ratings? Accountability in our public schools is necessary--but there are MUCH better ways of monitoring school and student growth!!		
2016-05-16 11:28:04	Sharon Pitts teacher Calhoun Middle High School Mt. Zion WV	I would like to express my displeasure at the idea of rating schools almost solely on the GSA given in April and May. I know the policy lists many factors that will go into determining a schools grade but 90% of that is based on the one test. The test is given on computer in a setting that may or may not be conducive to students doing their best work. Despite incentives and rewards many students do not see the test as important to them personally. If we are going to expect students to perform at their highest level we need to make the test a portion of their grade or a factor in the courses they are allowed to take. In addition the "growth model" unfairly grades schools that have scored extremely well in the past. The ability to not grow beyond "almost perfect" unfairly makes them earn a low grade the following year.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 11:30:43	Donnie Gunter Mt. Hope WV	I am writing to ask that you reconsider Policy 2320 as it now stands. This grading system for schools is NOT best for our children or our schools! I also wonder if/how the State School Board and local school systems will fund the additional transportation needs that will arise if this policy is upheld. Certainly there will be school systems that have schools rated as "A" schools....and schools in the same system that have "D" or "F" ratings. I feel certain that parents will demand--maybe	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		within the court systems--that their children living in the "D/F" school zones be permitted to attend (and have transportation to!) a nearby school that has received a higher grade. It appears to me that this could cause a huge dilemma! Please reconsider this Policy!		
2016-05-16 11:59:37	Gretchen Frankenberry Director of Partnerships and Advocacy The Education Alliance Charleston WV	The Education Alliance supports the West Virginia Board of Educationâ€™s (WVBE) transition to an A-F accountability system for schools as outlined in Policy 2320. We commend the Board for moving to a more transparent system through which students, parents and community members will have a better understanding of schoolsâ€™ performances as compared to the terminology heretofore used in rating schools.	*N/+*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 12:20:48	Jean Hall Math Teacher Kanawha County Schools Cross Lanes WV	As a middle school math teacher, I do not support the proposed A-F accountability system. My reasons are as follows: 1) The evaluation is almost entirely based on student performance on the Smarter Balanced Test which in turn is based on the Common Core standards. While I personally see some merit in these standards, a great many of our students and parents do not and are for the elimination of the standards and testing. This contributes to students not taking the test seriously and rushing through it without much thought or effort. Of course other factors enter into the attitude or lack of seriousness that the test is approached. 2) The test is also taken under varying physical and technology conditions. This greatly affects test results. 3) The evaluation is based almost entirely on the studentâ€™s performance in math and ELA. Have we in our effort to prepare students for a technological world entirely forgotten the value of a liberal arts education? The evaluation system in its simplicity is perhaps forgetting our liberal arts teachers and the subjects they teach and 4) How can we evaluate schools and teachers based on such a narrow set of factors? How can one justify grades of A-F with no meaningful evaluation of a school?	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 12:21:38	David Ryan Theatre teacher Martinsburg High School Martinsburg WV	Good afternoon. I would like to submit some information to take into consideration for the proposed Policy 2320. Looking back on my own education, I vividly remember my struggles I had in grasping the concepts of algebra. Partially because I knew that this was not going to be a part of my career path. I knew that I was headed into an arts oriented career and failed to see the relevance that algebra would have on my life. I also was smart enough to recognize that I was simply not "hard wired" in such a way to have	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		algebra make sense. Both of these issues were MY issues and in NO WAY represent the credibility of the teacher. He was a fine teacher and struggled to get me to understand the subject. It was MY issue, and I knew the direction my path was to take me. Students have not changed that drastically in these past 30 years....they still know their limits, they know their "calling". Can we inspire them to try new things and apply themselves? Yes! Should the teacher that struggled to teach me algebra be evaluated on MY ability or MY willingness to learn the subject? No! There are still excellent teachers that are knowledgeable in their fields that attempt to reach out to a classroom full of students....and although a test score or graduation rate may be transparent and easy to understand, no one person should be summed up by a score. I hope that you think back to when you were in school, and perhaps had a subject that you knew to be outside of your career path, and think about what it would be like if YOUR behavior and test scores defined the innocent teacher who is working to reach out to a classroom. Thank you for your time. David Ryan 2015-16 Berkeley County Teacher of the Year 2015-16 WV Theatre Teacher of the Year		
2016-05-16 12:34:44	Bonnie Henthorn parent Middlebourne WV	Rather than mandate the accountability system from a top-down approach, the State Board should create an accountability system that is created by teachers, principals and superintendents - those on the ground who have a realistic approach to what is actually happening on the ground. Accountability systems (if they are required, although they have been proven to have the opposite effect intended and do not increase student achievement) should have the buy in from ALL of those involved in WV schools with much less emphasis on test scores. Pretty much everyone involved in WV schools except the State Board and State Superintendent are very much against the A-F grading system as it has been created here. WV Schools are unique and rather than regurgitate another states plan (which has now been proven ineffective), we should be developing our own plan.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 13:46:49	Adam Truex Glen Dale WV	As a parent of a student at John Marshal High School. I think its irresponsible to that so much of the overall weight of John Marshalls score is contingent on the smarter balance performance. Im more concerned about her focusing her efforts and time on achieving good scores on her ACT/SAT. I do work for a RESA in the State of Ohio, and see how "ineffective" similar scoring systems are in Ohio. You have many schools in	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts

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		the Appalachian region who struggle with poverty and hence will never be able to achieve these unrealistic benchmarks. Again, it seems this is a top down solution with no real thought on its overall practicality.		and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 13:49:08	Rick Jones Principal Marshall County Schools Glen Dale WV	Using A-F system is fine, its how you come up with the grade that is flawed. Using mostly GSA data for 80% of the grade is wrong and unfair. Using a curve is unfair. Youve already determined the number of each grade that will be distributed, which creates a system where very few can succeed. Most states are moving towards multiple measures to grade and make suggestions for improvement. The test is flawed and we can even use results effectively. Most states are moving towards using ACT/SAT scores for HS and we are using a test that is the most criticized assessment Ive seen in my career. Every person I come in contact with is in disbelief this is what we are doing to grade schools.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 14:03:44	Howard M. O'Cull, Ed.D. Executive Director WV School Board Association Charleston WV	These comments are provided by the West Virginia School Board Association (WVSBA) and are based on remarks made by Association Financial Officer Scotty Miley, president of the Grant County Board of Education who addressed the State Board May 11, 2016. These comments, in many respects, have been shared by WVSBA Executive Director Howard M. Oâ€™Cull, Ed.D., in some meetings of work groups reviewing the policies or in comments to individual state Board of Education members or members of the state Department of Education staff who have inquired of him. In these comments the Association does not request the board delay implementation of the policy. Rather, WVSBA poses a number of questions relative to implementation of the â€œA-Fâ€ grading system at the county or school level. The Association welcomes any opportunity to work with the State Board to consider these questions and, in fact, suggests other parties be involved in these discussions. — The West Virginia Constitution clearly provides the West Virginia Board of Education with the responsibility to provide for the â€œâ€¦general supervision of the free schools of the State (performing) such duties as may be prescribed by law.â€ Â§12-2. Supervision of free schools.	*A/-*	A-F grading system will create a continuous cycle of improvement for all schools. The WVBE and WVDE will work with WVSBA and local districts to message and support the work of continuous improvement.

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The Constitution, while requiring the Legislature to â€œâ€¦provide, by general law, for a thorough and efficient system of free schoolsâ€ (Id. at Â§ 1), has tempered the ability of the Legislature to act singularly in terms of public education policy.
Without citing several judicial decisions which substantiate this doctrine, we can rely on two such cases decided in the 1980s, namely Bailey v. Truby, which, among its many legal conclusions declares, that "[a]lthough this grant of rule-making authority is tempered by a requirement that it be exercised in conformance with other statutory provisions, it is indicative of the broad power of the State Board of Education over county boards of education, particularly in the area of state educational policy." 321 S.E.2d 302, 311-12 (W. Va. 1984)
Moreover, this finding was cited in West Virginia Bd. of Educ. v. Hechler wherein the state Supreme Court, in a 1988 case regarding rule-making by the recently-established Legislative Oversight Commission on Education Accountability (LOCEA). 376 S.E.2d 839 (W.Va. 1988)
The high court stated, â€œTherefore, we hold that rule-making by the State Board of Education is within the meaning of â€˜general supervisionâ€™ of state schools pursuant to art. XII, Â§ 2 of the West Virginia Constitution, and any statutory provision that interferes with such rule-making is unconstitutional.â€ Id.
Without delving too far, the state Board of Education has been granted substantive authority for school accreditation â€“ part and parcel of â€œsettlingâ€ the long-standing Pauley v. Kelly court case â€“ a case arising in terms of school funding equity. 255 S. E2d 859 (W.Va. 1979)
Since 1998, school accreditation has evolved, reflecting changes in federal laws including the â€œNo Child Left Behind Actâ€ Act of 2001, 20 U.S.C. Â§ 6319 (2008),â€ as well as to comport the stateâ€™s educational system to a greater emphasis on outputs or performance and to ensure accountability.
These efforts have occurred against a backdrop of student achievement declines â€“ 48 of the stateâ€™s 55 county boards are expected to lose student enrollments. This figure was bandied about prior to the stateâ€™s slump in energy productions, based on presentations made to the state School Board Association and to the WVBEâ€™s Commission on School Governance and Administration by Christiadi, Ph.D., the stateâ€™s chief demographer. Projection of West Virginia K-12 (0-19 Years Old) Population (Power Point Slides) was presented to the West Virginia Board of Education Commission on School Governance and Administration (March 2014).
Moreover, student enrollment declines â€œtranslateâ€ into a shrinking educational

system that includes fewer students, of course, but also school employee shrinkages, and a host of related issues such as costs to maintain systems in terms of facilities, transportation, and retirements of more seasoned staff.
Against this backdrop, a state educational audit essentially declared the stateâ€™s public education plight in terms of state-by-state educational proficiency rankings as symptomatic of overregulation by the state Board of Education and the Legislature. Education Efficiency Audit of West Virginias Primary and Secondary Education System - Public Works LLC (2012).
Although there are those who say facilely the State Board addressed audit findings with a â€œresponseâ€ that provided further consolidation of the locus for educational policymaking with the Board, including continued emphasis on accountability, standards, assessment, etc., this conclusion ignores the fact only the State Board had the largess of ability to quickly respond to the Audit, especially given no concurrent response from legislators. The document is From Audit to Action â€“ Version 3 (2012).
In moving to these specific policies, we offer the following observations:
â€¢ In an outright sense, the proposed policy revisions do not institute or enact other versions of what can be defined as school choice in West Virginia â€“ an ideal being tossed about in some news media accounts. While there are several forms of school choice, including home schooling in West Virginia, these policies, bereft of statutory decree, add no additional or inherent school choice options.

Moreover, the term school choice can be defined in many ways.

According to a 2013 policy review document published the Council of Chief State School Officers (CCSSO), â€œOf the 11 types of school choice included in this policy scan, all states make at least some options available to at least some studentsâ€¦â€

CCSSO, as with other entities or groups discussing â€œschool choice,â€ cite virtually the same examples, namely variations on open enrollment (intradistrict/interdistrict), private school choice (vouchers/tuition tax credits), charter schools, blended and online programs occurring at the district level - CCSSO, as other researchers, note the schools â€œ(provide the) fastest areas of growth in online offerings for educationâ€¦(but) such programs are often single-district programs or are otherwise not run by the state, they fall beyond the reach of this reportâ€¦â€ - homeschooling,

magnet schools â€“ cited in some studies â€“ as well as supplemental education services, which is some studies also cite.

In concluding its study CCSSO states, â€œâ€¦in general the availability of school choice is expanding both nationally and internationallyâ€¦All U.S. states offer some form of support for school choice in the public sector to at least some students within the state. Open enrollment policies, in which students may choose other public schools in their own or other districts, are currently the most prevalent form of school choice, serving roughly 15% of school-age children in the nationâ€¦â€

School Choice in the States: A Policy Landscape â€“ Council of Chief State School Officers (February 2013)

â€¢ This being said, what these policies may accomplish is the notion of school choice as expressed in parental wishes for students to attend a school other than that for which they are to attend, based on county board attendance boundaries â€“ or interdistrict considerations.
â€¢ State Code speaks to this issue primarily in terms of transportation provided by districts as well as issues relative to attendance areas. It should be noted, the state first addressed this issue in a large sense in wake of NCLB. In doing so, the state Legislature literally restricted freer intra-district transfers of students. More importantly, however, West Virginia has various natural barriers to such intra-district transfers, including geography/terrain, districts having a single high school or other single school considerations and, it can be argued, lack of parental ability to access intra-district transfers en masse, based on statutory restrictions. West Virginia Code Â§18-5-13, which relates to authority of county boards generally, addresses this issue, saying county boards may
â€œâ€¦(f) Provide transportation according to rules established by the county board, as follows:
(1) To provide at public expense adequate means of transportation:
(A) For all children of school age who live more than two miles distance from school by the nearest available road;
(B) For school children participating in county board-approved curricular and extracurricular activities;
(C) Across county lines for students transferred from one district to another by

mutual agreement of both county boards. The agreement shall be recorded in the meeting minutes of each participating county board and is subject to the provisions of subsection (h) of this section; and
(D) Within available revenues, for students within two miles distance of the school; and
West Virginia Code Â§18-5-11(d) states that â€œFor a county board that sends students to a jointly established school in another county and that provides transportation for those students or that otherwise contributes to the support services or instructional program of the school, the net enrollment of the county for the purposes of calculating its basic foundation program as provided in article nine-a of this chapter, only, shall be increased by fifteen one hundredths multiplied by the number of full-time equivalent students from the county who are enrolled in the jointly established school.â€
â€¢ The intra-district transfer considerations based on geography or the factors described above are part and parcel to a bigger issue, namely constraints in school law that would hinder or prove quite costly to districts if such intra-district transfers were to occur, namely school personnel laws (W. Va. Code Â§Â§ 18A-4-7a & 8b), laws regarding pupil/teacher ratios (W. Va. Code Â§ 18-5-18a) which are quite restrictive, posting of positions for personnel (W. Va. Code Â§Â§ 18A-4-7a(p) & 8b(g)), etc., and schedules for Reductions in Force or transfers.

â€¢ In terms of the inter-district transfer of students, Â§18-5-16, the operative statute, states in part, beginning at section (b), that :

(1) Transfers of students from one county to another may be made by the county board of the county in which the student desiring to be transferred resides. The transfer shall be subject to the approval of both the board of the county in which the student resides and the board to which the student wishes to be transferred.

(2) Legislative findings. -- Over the past several years, counties have been forced to close a number of schools because of declining student enrollment. School officials predict that an additional eighteen percent loss in enrollment may occur between two thousand two and two thousand twelve. This continued decrease in the number of students enrolled in the public schools of the state may result in more instances of consolidation which will increase the problem of long bus rides for students if they

remain in a school in their county of residence.
â€¢ In addition to these considerations, one can move into various philosophical realms: If the goal of the â€œgrading systemâ€ is to prompt school communities to work to improve schools â€“ the jury is out in terms of this outcome â€“ will county boards receive pressure to ply resources (more than moneys) to schools, including professional development, instructional materials and equipment and, most of all, to attempt to restructure school staffing? In regard to the latter, school personnel laws are quite restrictive. Moreover, such efforts, even if deemed â€œneeded,â€ assuredly will be met with opposition from school employee organizations and advocates.
For instance, we are told, â€œOpponents of school choice argue that such a system actually undermines low-income districts and families. They question the viability of flexible choices, especially where transportation is concerned, and the inevitable waiting lists that often accompany enrollment options. Opponents also note that the students most in need of excellent schools are often situated in the most desperate districts. And their parents, for a multitude of reasons related to work, education, income, or other disadvantages, may not have the ability to research and make use of the available options.â€ What Is School Choice? An Overview for Parents Molly Pennington, Ph.D. (https://www.noodle.com/articles/what-is-school-choice (January 2015). Note: Although not a scholarly article, this citation proved less polemic than quotations from most sources, including multitudinous foundations openly supporting or opposing school choice.
â€¢ While there have been mentions of the effect of the â€œgrading systemâ€ on excess levies or bonds â€“ and this could be possible â€“ the greatest effect may be to provide a dis-incentive to school staffs. A school staff, without the right if not additional resources, community support, and leadership, simply cannot turn a school around. The State Board rightfully points to the quotient of school leadership as central to school success. Of course the immediate question is obvious: Will school leadership sans resources and community support be able to transport a school from a â€œgradeâ€ or â€œgradesâ€ â€“ lower to higher? If one carefully examines struggling schools, one is transported to struggling communities - the "haves" and "haves nots" syndrome. The effort is holistic. Is there policy value and respect for community through labeling a school with a low â€œgradeâ€ â€“ that is without working to provide that school â€“ the entirety of the school community â€“ with the ability to turn the school around? (More on this shortly.) Stated differently, will the

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grading model simply serve to validate to those in â€œhave notâ€ communities their perceived status vis-Ã -vis other district schools? â€œWhoâ€ then will want to step into the school leadership role?

â€¢ Given the above collective of thought there are those who say this â€œA-Fâ€ grading system is based on what may be described as â€œnegative motivationâ€ â€“ a term of ready use within the workplace. Along these lines we are told, â€œNegative motivation techniques focus on the consequences of underperforming and failing to meet goals, as opposed to positive motivation, where the focus is on the benefits of superior performanceâ€¦One of the greatest dangers of using negative motivation in your company is the lack of morale that will ensue.â€ How to Use Negative Motivation in the Workplace (Gregory Gambone, Demand Media).

Setting aside the notion of â€œnegative motivationâ€ as the thrust of the â€œA-Fâ€ intent, which we don believe it is, the issue of morale is prescient, especially given extrinsic factors such professional educator compensation and the seeming devaluation of the teaching profession.

â€œNegative motivation,â€ which cannot be dismissed, may be expressed through hastened retirement from schools with lower grades, meaning deployment of less-senior professional educators in some instances, considerable turnover, which may result in the same and, of course, difficulty in recruiting and retaining staff at low rated schools.

While these factors may not be documented in other locales having an â€œA-Fâ€ system, there are those who contend a result may be heightened absenteeism, votes of no confidence from faculty toward school administrations if schools don "improve," concerted labor activity, etc.

These facets of the issue, however, can be addressed by tapping and bolstering existing school-based structures such as Local School Improvement Councils (LSICs), which can seek waivers, para-school groups, faculty senates, greater but equally accountable educator abilities to address individual school needs (Code envisions such), as well as developing leadership capacity among county board members and county superintendents, including an induction or pre-service program for the latter. Additionally, districts may find solace in 2014 legislation establishing Innovation School Districts (Â§18-5B-13). A point here is that local education officials can make this effort work more easily if afforded flexibility to create innovation â€“ that is, innovation through use of existing laws or programs rather than state-inspired innovation. Finally, current statutory provisions could be enhanced to augment policy

success, including planning, community involvement and goal-setting at the county and school level.

â€¢ In furtherance of the above thoughts, assistance to struggling schools is magnified by these proposed policy revisions in the sense the response is amorphous at best. We have been told that Regional Education Service Agencies, established pursuant to W. Va. Code Â§ 18-2-26, (RESAs) will step in, providing assistance, based on collectives of collaboration. This is quite an interesting concept in that RESAs, we are also told, differ in mission, focus, scope and, quite honestly, that their chief role and purpose is to serve the state Board of Education both in terms of statute and State Board Rule which encompass other objectives. Will school districts have comfort knowing these agencies, heretofore largely encamped outside considerable county school intervention, will be responsible for addressing school â€œgradeâ€ deficiencies? Are their staffs competent and trained in these areas? Will training be provided and quickly enough? With whom will these collaborations occur? Who bears the costs?

â€¢ Additionally, the Pauley v. Bailey court case, 324 S.E.2d 128 (W. Va. 1984), arose over what could be said are inequities between and among counties in terms of a host of factors, including funding primarily school facilities, equal education, etc. A prescient question is whether or not identification of schools by â€œgrade designationâ€ provides motivation to bring additional such lawsuits. Indeed, a case arising in Fayette County challenges a state agencyâ€™s decision not to provide state dollars to a major school facilities project blessed by the State Board itself which has membership on this very agencyâ€™s very board. In that case, one can inquire as to whether those bringing the litigation have proper â€œstanding.â€ In the Lincoln County case, now styled as Pauley v. Bailey, a parent, admittedly working with sympathetic lawyers, brought that case which languished for a generation before being â€œsettledâ€ in 1998.

â€¢ In a time of decreasing state revenues, declining school enrollments, and economic uncertainty, this policy will add to the gravitas of this mix. â€œIn the fieldâ€ there is the notion that a host of schools failing to make the â€œgradeâ€ could lead toward consolidation of school districts. While this is far-fetched, these policies point to the need for the State Board, as its own Commission on School District Governance and Administration proposed, to seriously entertain conversations about school district efficiencies. These discussions may pinpoint ways in which districts can collaborate to meet the needs of students in terms of cross-

county efforts or through school improvement collectives comprised of higher learning institutions, RESA personnel, state Department of Education staff, county personnel, teachers, etc.

â€¢ In a strict sense, the grading policy fails to respect certain realities â€“ that of the West Virginia Code in terms of resource distribution to county boards; the entrenchment of school personnel laws that could impede restructuring of school staffs â€“ as may be necessary â€“ to better meet identified school interventions to promote academic performance; higher education school administrator preparation; an aging cadre of professional educators; and, most of all, the question of whether the system â€“ given the constraints of what essentially is a state-inspired and state-directed public education enterprise â€“ can innovate from Charleston. Of course, the audit answers this question. Historically, of course, West Virginias public educational system has been centralized.

Indeed, given all the change of the last few years in public education, are we dealing with a fad or substance? No matter the response, the public education community is, at the very least, suspicious. That is, suspicious more/another state-inspired initiative is be proffered which will, at last, engender bettered individual classroom results â€“ with no seeming commitment of additional resources (not just funding) but technical support, professional development and community buy-in to raise achievement.

While abstaining from efforts to delay implementation of these policies, our approach is one of addressing the merits of a â€œA-Fâ€ grading system within a more expansive vision for public education, including the removal of barriers to successful implmentation. â€œRolling outâ€ this policy through a slick, successful public relations venture, does no one a favor until the State Board faces and directly addresses some of the questions posed above.

Every party involved in this process is encouraged to read and study Implementation: How Great Expectations in Washington Are Dashed in Oakland; Or, Why Its Amazing that Federal Programs Work at All, This Being a Saga ... Morals on a Foundation (Oakland Project) 3rd Edition (Pressman and Wildavsky).

In this work, admittedly limited in scope of one albeit major project, the authors accepted the concept that the policy process was basically unidirectional (in which policies were first designed or formulated by leaders and then carried out through intermediary implementers). But their analysis broke with the â€œclassicalâ€ dichotomy between politics and administration by stressing the close relationship between policy design and implementation. In this respect, Pressman and Wildavsky

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		called for integration, rather than the separation, of policy formations and policy implementation. Later research has included other considerations, especially the intensity whether or not a participant wants the policy to move forward â€“ and we would have had the necessary wherewithal to move the policy forward successfully. Until many of the questions posed above are placed on the table for thorough discussion, review and answers, especially support structures for the â€œA-Fâ€ system, State Board willingness to publicly accept accountability to review and revise the process as necessary as well as any limitations to its success, and significant search for incentives necessary for achieving the goals of this initiative, participant reluctance may or will become the norm. In terms of participants the dialogue will prove best if not restricted to the â€œusual suspects.â€ Legal Citations: Pauley v. Bailey http://law.justia.com/cases/west-virginia/supreme-court/1984/16232-4.html Bailey v. Truby http://law.justia.com/cases/west-virginia/supreme-court/1984/16155-4.html WVBE v. Hechler http://law.justia.com/cases/west-virginia/supreme-court/1988/18708-5.html Pauley v. Kelly http://law.justia.com/cases/west-virginia/supreme-court/1979/14036-3.html		
2016-05-16 14:19:48	Kristen Wince Middlebourne Wv	Schools need to be held accountable for student success. A test that is administered 5 days out of the required 180 days is NOT the answers! Entire populations of students (the students with disabilities, the low socioeconomic status students, students with test anxieties) are being punished because this system is designed to make them fail. This will simply be one more issue that causes well-educated, effective teaching professionals to leave our beautiful state. Can we really afford to sacrifice education in West Virginia?	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change

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2016-05-16 08:00	Doug Lambert Pendelton County	I have given much thought and debate over the eventual implementation of Policy 2320 and while I understand the importance of high achievement for all, the overall idea of outputs are not equal to the inputs have merit. However, as we discuss college and career readiness, it is apparent to me that we have this long held belief that EVERYONE is destined to attend a four year institution of higher education. Folks, we gotta quit kidding ourselves into this narrow minded way of thinking. Research and evidence today shows that most, if not the majority, of occupations in the future will consists of those holding skill sets that only require certifications that can be achieved through one to two years of education beyond high school. If you look closely to the rubric that has been presented, it is evident that we still hold the belief, at least in the West Virginia Board of Education eyes, that we should and will prepare for college, with less emphasis on career readiness. Proof is evident in the amount of weight and points given for those students who attend and are career ready institutions. Children are more than a test score yet we are so focused on the results that we forget that this in only a snap shot of the education our kids receive. Yes, we must and will expect the best from our students…we want nothing less! But basing our educational experience on a single test, not taking into account what the child brings to the table, be it poverty stricken or a child whose whole life has been dictated by an IEP, is a shame to all. Yes, this will be an easy way to identify how our schools are performing and maybe we need a wakeup call. However, I have yet to acknowledge and see anyone rising in expectations by being humiliated and embarrassed….I am fearful that this is and will be the result. Research is abundant that poverty has a great impact on the education of children and it's no secret that West Virginia ranks near or at the bottom of the rankings. The education gap between rich and poor students is worsening. All kids can achieve at a high level but are our children on a level playing field not only nationally, but within our state? Finally, where is the accountability on the children? To be part of the problem, they must understand and take seriously what is before them when taking the exams. I	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change. Student accountability is an issue which will continue to be researched. There is

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		truly hope, and it is my belief, that good teaching will occur when positive relationships are met. Let's assume that throughout our state, this is happening.		consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
		§126-13-2 Overview		
2016-04-19 19:19:11	Suzanne Oxley President/Esquire Cabell County BOE Huntington WV	While performance assessment is necessary and should be methodically measured, the A - F system is insulting, degrading and will cause low moral within the professional staffs of our schools. Other jurisdictions that have implemented this system have experienced negative consequences and back lash. I urge you not to adopt this methodology in assessing our schools. It can result in misleading conclusions by the public in looking at a letter grade.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-19 19:49:25	Rhonda L. Foreman NBCT English Department Chair Martinsburg High School Martinsburg WV	Since college bound students need the ACT or SAT to get into college why doesn't WV make minimum scores on these tests be the scores by which they grade our schools. If we used these tests, which students care about, we could see improvement in all of our schools. Continuously switching standardized tests each year does not allow for buy-in from any parties involved. The ACT and SAT have been around forever and they are the tests that colleges want so why don't we use those as the basis for college readiness for our students?	*N/-*	The WVBE will continue to research the various assessments available especially at the high school level.
2016-04-19 20:14:25	Amanda Martin Meadow Bridge West	"Grading" a an entire school--the student body, the faculty, the administration--with a single letter is ineffective and insulting. It reinforces an emphasis on "grades" over the actual learning process, that education is about a product and not a process. Beyond	*N/-*	Comment not directly related to policy or too

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		that, it trivializes educators--a professional community of collegiate scholars-- by labeling them like USDA cuts of meat. It also implies that the general public is too simple to understand an explanation beyond a simple letter system.		general of a comment to consider a policy change.
2016-04-25 10:32:33	Natalie Laliberty Principal KCS South Charleston wv	1. This will have an effect on property values in many areas of the state. 2. My staff and I work very hard to provide our children wonderful educational experiences that maximize their learning potential. Our summative achievement test scores are usually strong and I am confident our students do their personal best. With regards to the new Policy 2320 and being assigned a letter grade, I did read in the policy that the OEPA Audit may have some bearing on the overall grade. How does one define â€œso seriousâ€ in terms of change in the Accountability Determination Grade? Ruthlawnâ€™s scores are a good average, high average when compared to the average state scores. Our Economically Challenged sub group is an average of about 47%. Our special education population is consistent with the needs of one full time resource teacher. During the past year and a half, our staff and school community worked diligently to prepare and demonstrate for the OEPA Audit Team our professionalism, attention and dedication towards success of our students. We are very proud of the Audit report we received which is public information on the website. As the principal, I could not be more pleased to share that my teaching staff is the only school in Kanawha or Putnam to receive all Distinguished in Standard 3, Curriculum, Instruction and Assessment. Furthermore, Ruthlawn tallied a total of 9 Distinguished ratings and the rest Accomplished on the report. So my question is, how will my up-incoming test performance data merge with the Audit report data into a grade? If the OEPA process has no real purpose in determining an Accreditation Rating, then why continue spending time and resources on this process?	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-25 16:31:59	Sonya White & Faculty Principal Kenna Elementary School Kenna WV	2.4.b.1 - What exactly are the multiple measures? Are they based upon multiple metrics from the same measuring instrument? (WV General Summative Assessment)	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted

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				to better reflect the multiple measures.
2016-04-27 11:46:25	Blaine Hess Superintendent Jackson County Schools Ripley WV	If the premise of establishing an A-F grading system is to give the public a clear indication of how their local schools are performing, the scope of information used to calculate that grade is far too narrow. This is especially true in utilizing the results of one standardized test which accounts for 84%-90% of the overall calculation to arrive at a letter grade for a school. I think any reasonable person would recognize that children are more than a single test score. Likewise, the labeling of a school with a letter grade which is based overwhelmingly on one assessment is not an overall reflection of the education students receive. There are multiple nationally recognized and normed assessments that could be included with the Smarter Balanced Assessments results which would reflect a broader understanding of the academic achievement of students. By relying only on one assessment, such as the Smarter Balanced Assessment, the grade assigned to the school will have less meaning to students and parents. The impact of the A-F Grading System for schools has many ramifications beyond the desired impact of improving student achievement. The grade that schools receive will also impact the publicâ€™s support of school levy and bond issues put before voters. There will also be an economic development impact on the state and local communities as businesses consider locating in West Virginia. This at a time when our state is struggling with a declining population, decreasing workforce participation, and declining tax revenue. At a time when a career in education is becoming less and less attractive, and many teaching positions in the state are not filled, this grading system has the great potential of compounding the problem. While the A-F Grading System may be seen by many as an easy to understand method of informing the public about the quality of schools, the methods of calculating the grades are far from simple. The business rules associated with this policy should be publically vetted before implementing this policy.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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2016-04-27 14:48:02	Chris Tennant Teacher Marion County Schools Farmington WV	I find several factors that contribute to student performance not mentioned in the proposed rubric. How much time is spent out of class because of "excused" absences. How many disruptions are endured by teachers and students getting excused to participate in an extra-curricular activity. Sports in high school is out of hand. Especially in the spring. Just today classes were interrupted by students leaving to go to tennis match. A school-wide PA announcement disrupted instruction and distracted about 700 students for their classes. Track and baseball also cause the same type on interruption; often more than once a week. As a teacher these kinds on things prevent meaningful delivery of lessons. And there is the matter of "making-up" the missed work. Each student must be individually dealt with, cutting down on instructional time. Due to "excused absences" make-up tests, quizzes, and labs must be addressed. Why can't students make-up work after school? I was told I can't require them to do that. BUT... coaches require student to be at practice over make-up work. At least at this school. These are things that cause diminished quality of instruction to students should be present in the rubric so that there might be an excuse for poor student performance. For the next two weeks my classes will be missing students due to the Smarter Balance Test. Tomorrow students will be excused to take the Compass Test; more makeup work to deal with. Students will return from DECA trip tomorrow; students to make up four class periods of missed work. Friday, the track team, about 55 students will be excused all day to go to a track meet 125 miles away. I submit that it is the disruptions and distractions of extra curricular activities that cause poor performance in our schools. The reason that schools exist has been ignored in order to provide a "rich" environment for children to grow and learn. We are past the limit of this idea and are now paying the price of poor test scores and lack of preparation of our students. AND in the name of "graduation rates" teachers are "encouraged" that no student shall fail. This public comment page leaves much to be desired. It is confusing because of lack of directions.	*N/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-04-27 15:49:31	Melanie I WV	2.4.b.2 - Why can't the OEPA raise the scores; these are the ones who come into the schools and see what is really happening; they see more than just a test score.	*NA/-*	Comment not directly related to policy or too

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		2.5.b- schools who have higher poverty should not determine the accreditation status for all schools 2.5.c. - A school should not be held accountable for the way the board office us run; I want graded on how my students are doing.		general of a comment to consider a policy change.
2016-04-29 10:03:27	Timothy L. Woodward Superintendent Calhoun County Schools Mount Zion WV	2.4.b.1 States that multiple measures will be used in the calculations of the A-F grade. However, when 90-96% of the calculation is the testing portion of the multiple measures there is not truly a reflection of multiple measures. It becomes a single measure. Using a single piece of data to reflect a child's, school, and system success is not accurate or a true reflection of the level of success those entities possess.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-29 13:36:05	Melinda Walton Director Tyler County Schools Middlebourne 26149	A single test having the majority of the weight on the calculation is not an accurate picture of a school. This method of calculation will increase the lack of support from families and community members. Lack of support will likely have an economic impact of school systems.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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2016-05-03 11:53:59	Jack Cullen Superintendent Mason County Schools Point Pleasant WV	Accountability will be based on multiple measures of academic achievement and student success standard. The West Virginia General Summative Assessment will count about 90% of the score. How are this "multiple measures"? ESSA states the majority of the score will be from the assessments. The majority would be 51%. Why 90% on a test that does not matter to students?		The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect ***the multiple*** measures
2016-05-03 15:52:09	Stacey Lusk-Butcher Director of Assessment and General Student Support Wyoming County Board of Education Pineville WV	On portion 2.2.b., it states that we will adopt and administer assessments to measure achievement of the academic standards and compliance with the high-quality process standards. This says assessments (plural). However, there is only one assessment given or taken into account for each subject matter. This one assessment is accounting for 84-96% of the make-up of A-F. Basing this type of rating on one assessment does not accurately reflect the work of the students, teachers or school. Including more than one assessment would be wise to offset the focus of one assessment or just â€œteaching to THE testâ€ . It would appear more important to teach to the standards. In section 2.6, the policy talks about how standards based accountability will allow the WVBE to determine the capacity needs of schools and school systems and will take necessary steps to address those needs. If this is the case, the WVBE needs to be able to take into consideration the demographics of the school, including size, poverty rate, low SES status, financial funding for teachers and also professional development. If the need indicates an extra teacher is needed for remediation or even to lower class size, funding should be provided. With these economic times, that is not likely to happen. However, there needs to be a plan and a way for schools and districts to be able to acquire more funding for teachers and professional development to meet these needs as well.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-05-05 11:07:42	Blaine Hess Superintendent Jackson County Schools Ripley WV	Elementary and Middle Schools should also receive a score related to the graduation rate of the high schools that their students attend. A student's graduation from high school is a culminating event that is influenced by the work of all schools.	*A/-*	The At-Risk Subgroup reduction metric will show the importance of elementary and middle schools contributing to the final graduation rate by intervening early to increase success.
2016-05-05 15:31:08	robert true myers Principal Berkeley County Public Schools waynesboro Penns	The grading system is very complex and hard to understand. There are so many factors that contribute to great schools that to quantify them is very difficult. We need to help school leaders do just that..lead their schools to greatness. The numerous measures seem to change constantly and without firm and consistent objectives we are "chasing our tails." It takes at least 5 years to change a school climate. Personnel is constantly changing and the tenure system makes it so difficult to help personnel make career changes when they are no longer effective with students. Take the time to support schools and guide their leaders in a helpful way. You can only create "urgency" so many times before there is no urgency.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-06 16:18:20	Karen Nance Board Member Cabell County Board of Education Huntington WV	2.2.c I believe that an A-F grading system has a demoralizing impact on our teachers and schools that are not totally responsible for student achievement. Teachers do not chose standards or curriculum. They are expected to take someone else's method of teaching and make it work. If it doesn't they get blamed. Thus, I believe, that if you insist on a grading system that the public understands, use the elementary system of "U" unsatisfactory, "S" satisfactory, and "O" outstanding. Also, the State Department of Education should be graded as well as the districts, teachers, and schools. Also, the grades should be based on purely objective data and not subjective evaluations. What should be done is the whole idea of giving the teachers/schools a letter grade be eliminated since NCLB was replaced with the Every Child Succeeds Act. 2.4.a.2 the OEPA reviews are not objective. They are very subjective because they are opinions of different teams of educators. Each team of educators' individual members come from different perspectives. There is no consistency where there is no	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		consistency of OEPA members. This makes the reviews in my opinion subject to personal bias.		
2016-05-09 10:13:45	Jennifer Yates Glen Dale West	It is not equitable to have 80 percent of the school's rating measured by one test. There should be a better distribution of the calculations. Using a more equal percentage for each area would be better. Most students do not take the assessment seriously because there is no benefit for them. I feel this is an unfair measure of how a school is servicing students.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-09 14:59:52	Roberta McGuire School Librarian Specialist Oak Hill High School Oak Hill WV	The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools. This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for	*N/-*	

		their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing. The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools. This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing.		
2016-05-09 17:04:05	Jayann Jones Fayetteville WV		*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-05-11 08:10:56	Amanda Harman teacher Rosedale Elementary Oak Hill West	What is the criteria for lowering a school's grade? Why can't OEPA raise a school's grade? The focus appears to be negative. Concerned about the subjectivity of the OEPA's ratings OEPA's focus should not have the ability to raise or lower a school's rating.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 09:59:31	Amy Brown Teacher Librarian Madison Middle School Madison WV We	126-13-2 Overview. Concerns Â· The scope of information used to calculate that grade is far too narrow. This is especially true in utilizing the results of one standardized test which accounts for 84%-90% of the overall calculation to arrive at a letter grade for a school. I think any reasonable person would recognize that children are more than a single test score. Likewise, the labeling of a school with a letter grade which is based overwhelmingly on one assessment is not an overall reflection of the education students receive. There are multiple nationally recognized and normed assessments that could be included with the Smarter Balanced Assessments results which would reflect a broader understanding of the academic achievement of students. Â· The impact of the A-F Grading System for schools has many ramifications beyond the desired impact of improving student achievement. The grade that schools receive will also impact the publicâ€™s support of school levy and bond issues put before voters. There will also be an economic development impact on the state and local communities as businesses consider locating in West Virginia. This at a time when our state is struggling with a declining population, decreasing workforce participation, and declining tax revenue. Â· While the A-F Grading System may be seen by many as an easy to understand method of informing the public about the quality of schools, the methods of calculating the grades are far from simple. The business rules associated with this policy should be publically vetted before implementing this policy.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-11 10:08:44	Shane Griffith Principal Van Jr Sr High School Van WV	While labeling a school with what appears to be a simple grading system we must consider the extent to which that label will ripple out into the surrounding community. Accountability is required, however we must ensure that the measures we implement provide the opportunity to create a fair and balanced assessment. Placing to much significance onto one part to the evaluating system will skew the	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		results and possibly lead to an unwarranted negative label which in turn could become devastating to an already disheartened community as we face economic despair. The method used to calculate the grade should be far from simple to ensure it considers a variety of measures and in doing so we must also make sure the public is well informed and has a clear understanding of the procedures put in place. Concerns â€¢ The scope of information used to calculate that grade is far too narrow. This is especially true in utilizing the results of one standardized test which accounts for 84%-90% of the overall calculation to arrive at a letter grade for a school. I think any reasonable person would recognize that children are more than a single test score. Likewise, the labeling of a school with a letter grade which is based overwhelmingly on one assessment is not an overall reflection of the education students receive. There are multiple nationally recognized and normed assessments that could be included with the Smarter Balanced Assessments results which would reflect a broader understanding of the academic achievement of students.		The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-11 13:41:55	John Hudson Superintendent Boone County Schools Madison wv	â€¢ The impact of the A-F Grading System for schools has many ramifications beyond the desired impact of improving student achievement. The grade that schools receive will also impact the publicâ€™s support of school levy and bond issues put before voters. There will also be an economic development impact on the state and local communities as businesses consider locating in West Virginia. This at a time when our state is struggling with a declining population, decreasing workforce participation, and declining tax revenue. â€¢ While the A-F Grading System may be seen by many as an easy to understand method of informing the public about the quality of schools, the methods of calculating the grades are far from simple. The business rules associated with this policy should be publically vetted before implementing this policy.	*A/-*	
2016-05-11 15:03:35	Emma McGinnis Teacher Fayetteville High School Fayetteville WV	Fayette County schools has a public opinion problem within the communities. Any time a student reaches a point where they do not understand the curriculum, they place the blame on Fayetteville High School. The students are not taking responsibility for learning the material and continue to place the blame on others. I was concerned with this but became more concerned when a parent also voiced the same concern in a derogatory manner toward Fayette County Schools. Grading the schools using an A-	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		F system will only cause this problem to get worse. We need to build up the students and the schools in such a manner that the community is proud to say that their children attend Fayette County Schools. Additionally, the students need to be proud of their education and when they are there may be less discipline problems.		
2016-05-11 15:16:22	Kristen Personius Teacher Fayetteville High School Fayetteville WV	The logistics of giving the GSA in our school is a nightmare. Students do not have their own computers, so one grade level each week is tested. There are 6 grade levels in our school, so this makes the tests take over 6 weeks. Juniors, sophomores and freshmen take their tests in April. There is a month of school left and learning to be done when they take their tests that are so important. Also, teachers are pulled from their regular classes to administer the GSA test, students in class where teachers are administering the tests are given busy work or they sit in the auditorium with nothing to do. The entire school is chaos during the testing window. Learning is at an alltime low during the testing window. These GSA tests should only take one week and should be administered at the end of the year. This allows teachers to complete their required curriculum before their students are tested. How can I be held accountable for students taking a test that they were not fully prepared for yet? Suggestion: Schools that do not have a 1:1 computer ratio should be given the option to take the tests on paper. This would allow these schools to administer the GSA tests at the end of the school year.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw	*Duplicate*	

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		data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-12 10:24:57	Kamela Walker Secretary FCBOE Meadow Bridge Elementary Meadow Bridge WV	OEPA should also be able to raise a school's grade. If not, this system of grading appears to be only on the side of being negative. Do you not agree that our West Virginia schools need to be praised when there is a positive and productive effort? That positive reinforcement trickles down from the staff, to the students, to their parents, and finally to the school's community.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-12 13:33:33	James Tucker Teacher FHS Fayetteville WV	3. There is a "magic" number of 180 days for students to be in the classroom, yet one-sixth of this time is spent on GSA testing alone. Previously, this testing used to be accomplished in one week. Now, testing encompasses at least six weeks if not longer. 4. Students are not required to take the GSA, but if too many elect not to take this test, then penalities are enacted. Then question arises, how do you assess those students' performance? Where is the accountability? If the election is there for a third party to use, then why are penalities enacted if "too many" elect not to participate in the testing?	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-12 22:55:02	Matt Riggs Principal WV	The biggest issue that I have with this policy's current form is that too much of the accountability comes from one single assessment. Using that one test to primarily come up with a letter grade is not a logical way to truly measure an entire school's effectiveness. More areas need to be looked at to do so.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students

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		There are many great teachers in West Virginia that truly do outstanding things with their students in classrooms across the state. Even though students are learning in these classrooms, the Smarter Balanced Assessment should not be the only way that schools can demonstrate proof of student learning and teacher effectiveness. I have no problem with assigning schools a letter grade, but I believe the criteria that is being used to calculate that grade is drastically unbalanced in the proposed policy. I also have serious concerns about the impact that these grades are going to have on good teachers. Instead of motivating them to do better, I am very concerned that it will result in some of our best teachers either leaving the profession or the state.		in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 09:25:11	Randy Adkins Assistant Superintendent of Curriculum & Instructi Raleigh County Schools Beckley WV	2.4 Footnote 2 â€“ says the state is required to administer a â€œprogram of accountabilityâ€ that assigns a grade (A-F) â€“ using an A to F system is a choice, not a requirement; Virginia has repealed its A to F system, in part due to the stigmatization of schools in high poverty areas being labeled D and F schools; North Carolinaâ€™s and Maineâ€™s A to F system resulted in large numbers of D and F ratings for high poverty schools	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 09:28:12	Timothy Smith Teacher Raleigh County Schools Shady Spring WV	The Grade should be a reflection of the overall school proficiencies congruent with the WV Standards for High Quality Schools â—¦ Standard 1 â€“ Positive Climate & Cohesive Culture â—¦ Standard 2 â€“ School Leadership â—¦ Standard 3 â€“ Focused Curriculum, Instruction & Assessments â—¦ Standard 4 â€“ Student Support Services & Family/Community Connections â—¦ Standard 5 â€“ Educator Growth & Development â—¦ Standard 6 â€“ Efficient & Effective Management â—¦ Standard 7 â€“ Continuous Improvement	*N/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 09:37:13	Veltri Principal North View Clarksburg WV	Again, using one test is not a fair way to look at multiple measures. Multiple tests or multi-factors based on different aspects of the school. One test is not a full picture of the school. A,B,C,D,F can cause bad stigma on a school because of parents and societies association of these grades with academic grades. It can give schools a bad name even when they are a good school working hard. Other verbiage would be a better measure. OEPA new auditing method is much better.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts

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				and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 10:12:58	Russelle DeVito Principal North Marion High School Farmington West	Nationwide States are moving away from a single number to rate schools. States are attempting to better balance systems of support and accountability and towards measures that are helpful to improve as well as comply with the requirements of the Every Student Succeeds Act (ESSA). A recent report recommends broader indicators beyond just test scores2 and on dashboards. The dashboard is a more transparent (and less demeaning) option to the report card. Like a carâ€™s dashboard it displays â€œdata to be accessed in a timely way to guide actionâ€ and measures	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 15:06:33	Tammy Thompson Teacher Oak Hill WV	The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-15 04:41:49	Sandra Sheatsley Director of Federal Programs and Elementary Educat Raleigh County Schools Beckley WV	The A-F Accreditation system will yield the same result as it did for Maine. They found schools were actually graded on demographics as poorer school always performed lower. Of schools that received Fâ€™s, 61% were poverty schools. Ninety-six percent of the elementary and middle school grade is connected, in some fashion, to one test score. While multiple measures are being used, 96% are tied to ONE test. Students are more than ONE test. The multiple measures could include not only performance/growth on THE test but also performance based upon the seven high quality standards. A simple letter grade of A-F does not reflect a schoolâ€™s performance. Each category --- Overall Student Proficiency, Growth, Attendance, College- and Career-Ready --- should be given a sub-grade and then an overall grade should be issued. The sub-grade would give schools and districts better information to communicate to parents. Also, instead of an overall grade, the sub-grades could be averaged and a GPA assigned.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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2016-05-15 19:10:56	James Marple Teacher Tucker County Schools Parsons WV	126-13-2.2.c: A-F grades will always be seen as black-and-white below average, failing, etc.. They will be no perception as "making progress", no matter what the reality. One wonders if the WVDE personnel or the State Board were graded A-F...	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 10:53:12	Monica Belmont Nicholas County Schools	In section 2.4.b.2 the policy states that OEPA will lower the WVBE score if conditions are "so adverse and so serious" at that school. Does the policy define "so adverse and so serious"? Also, I feel that this A-F rating will lower the morale of teachers and schools as a whole. Schools already feel so much pressure to achieve. And now 83% of the rating will be based on the Smarter Balanced test? That doesn seem fair. This test is brand new, and this rating does not take into account all of the wonderful things that schools do for children everyday. Further, we e not even sure what standards will be approved.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 12:34:44	Bonnie Henthorn parent Middlebourne WV	We all know that students are much more than a test score. To base any kind of evaluation, whether it be for a school or teacher, is a gross misstatement of any kind of real achievement, if that, in fact is the goal. One has to wonder, when just about every single educational institution across this state has risen up against the A-F system and using SBAC tests as any type of qualifier, that the State Board would continue down this road? It is proven, that when the groups in education work in concert with each other, achievement is the best. One must ask why the push to go against everyone regarding an evaluation system that is questionable at best? If test scores are to be used at all, it should be minimal, and other factors such as poverty, quality of instruction, attendance, school environment , and other factors should be given more weight. Many of the states who originally signed on to a similar A-F school grading system have since abandoned it because of various reasons. Why doesnâ€™t WV try and come up with their own unique way to address our issues rather than copying from other statesâ€™ failed and abandoned programs? We have huge challenges in WV, there is no other state that is an exact replica of WV, therefore, why are we putting things into place in WV that arenâ€™t created by WVians for WVians â€“ those who understand the challenges? If we really want to increase student achievement (IF, as I said before, that is really the goal), a good place to start would be the communities, teachers, parents,	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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administrators and others who are in the schools to see and hear how these grading systems affect performance. There are a number of reasons why arbitrarily assigning grades to schools based mainly on a standardized test include:
- Community reactions: Public schools are funded in large part levies assessed in individual counties. Communities should NOT be encouraged to consider success in school solely on one test. Communities who fund the schools should, instead, be encouraged to take test scores into account, but also take into account: (1) community services that the schools provide; (2) poverty levels in certain areas that affect performance; (3) quality and number of teachers; (4) class size; (5) attendance and others factors that play into student achievement as those closest to the children might identify. To continue with the A-F grading system is to say to communities who either will, or will NOT, support a local levy that it is ONLY the test score that matters. Many communities are losing levies for exactly this reason already, the test scores are elevated more than they should be in the overall success of a school. So, this policy is likely to cause schools to have a harder time passing a levy or losing them altogether â€“ why do we want to make it harder for schools to get much-needed funding? It seems that we are causing the problem that weâ€™ve hoped to fix, especially given that there is a large amount of research confirming that low performing schools are usually equated with poverty.
- School reactions: Weâ€™ve already seen mass exodus from our schools by veteran teachers and we are starting to hemorrhage young teachers who are disillusioned with their first career choice by too much control, lack of competitive pay, being told every little move to make in their classroom and now we are going to punish them when their students donâ€™t achieve? As you know, we have a severe teacher shortage and this policy is going to increase that shortage and discourage others from entering this career path because teachers are being blamed for things that are well outside of their control. Arbitrary rules, standards that are untested and not research-based, teaching methods that are forced upon them without allowing them a seat at the table, and after all of that, teachers are the ones put on the chopping block when achievement is lacking? It is extremely unfair to hold teachers and schools accountable for things that they have zero control over. The State Board approved the standards that arenâ€™t research based and unproven, the State Board provides a list of â€œapprovedâ€ curriculum; the State Board provides the â€œtrainingâ€ for teachers to carry out their jobs â€“ so why are the teachers, schools and local boards of education on the chopping block for any of these things?

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		- The long-held fallacy that we can somehow legislate or mandate achievement is a complete lie and should be removed from education policy completely. You cannot force achievement - you can encourage it - but not by punishing those you hope to rely on to deliver the curriculum. Just google the failure of outcome-based education and you will find that - yes, Iâ€™m going to say it - is a huge failure and has been since its inception. But, yet here were are mandating this and mandating that, punishing the wrong people and continuing down the same path â€“ one has to wonder if there is anyone who really wants to increase student achievement or whether this is just a way to continue to push an agenda. 2.2.b. Administering assessments is expected in the accountability measures. What cannot continue is the continuous changing of assessments. Adequate preparation cannot be obtained if the evaluation method changes on a regular basis. Schools need a clear target and time and support to achieve the desired outcome. Something we have not seen in several years. 2.2.d. To accurately determine the capacity needs of schools then the assessment selected should accurately measure learning. The current general summative assessment has little alignment with learning and forces many schools and classrooms to abandon meaningful lessons to prepare students for the test and the time to take the test.		
2016-05-16 13:42:35	Shawn L Dilly Superintendent Mineral County Schools Keyser WEST	2.4a Although there has been great strides in the OEPA oversight, unacceptable variations in uniformity of the review process still exist. The teamsâ€™ makeup varies greatly the results. Efforts to improve the reliability of results must be achieved to ensure a fair and equitable outcome. 2.4.b. There is no research that increasing accountability pressure positively impacts student achievement. This policy promotes fear and stifles innovation by our teachers. Teachers are forced to teach to the test. 15% of their evaluation depends upon it and then their school will receive a letter grade predominately determined by one high-stakes test. We donâ€™t need another generation of test takers. We need students with the appropriate skills necessary to fulfill the demands of the 21st century workplace. Many advocates of securing multiple measures is a positive step, but the measures must have substantial weight to accurately reflect the performance of the school. The current proposal fails to provide an accurate representation of the literally hundreds of factors that impact student learning.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		The previous measures, Success, Transition, Focus, Support and Priority were vague in nature as well. However, assigning grades A-F on schools, while easy to understand for the public at large, falls short in ways similar to the previous system. The testing system, which this grade will rely too heavily up is not graded A-F. The initial scale that showed state assessments as over 80% of a schools grade could not be more flawed in terms of grading a school. Our schools ACT scores and student GPA indicate a direct correlation between student success in the classroom and success on the national ACT exam. Furthermore, over the past 5 years, 183 JMHS students have scored a 3+ on various AP Exams. This year alone, JMHS students will earn 929 college credit hours through various partnerships with colleges and universities in WV. We also have over 100 senior students in Career and Technical Education programs within our building. For the past three years, our nursing students have passed the CNA nursing exam at a 100% rate. The list of factors to which a grade could be applied to our school goes on and on. Assigning a letter grade based primarily on the state assessment is wrong.		
2016-05-16 14:39:46	Jason Marling Assistant Princpal Marshall County Schools Glen Dale WV		*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 15:00:33	David Decker Principal Salem Elementary Salem wv	The OEPA was in our school last year and our marks were outstanding. We have also been through Special Education monitoring. How will those grades be applied? 2.2.c â€“ The criteria for each letter from A-F should be apart of this policy and listed so that all stakeholders know the expectations. 2.4.b.1 â€“ The â€œmultiple measuresâ€ and student success on standards should be define and clearly stated.	*A/-*	
2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	The WVDE has determined to assign schools a grade of A-F, a system that has long since been abandoned by many states who previously adopted this system. 2.4.b.1 says the grade will be calculated on multiple measures of academic achievement, but we are only using the WVGSA as our academic measure If the OEPA evaluation plays into the grade, then the evaluators must be a consistent group. The same group must evaluate each school for it to be valid.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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2016-05-16 15:37:08	Sallie Dalton Superintendent Greenbrier County Schools Lewisburg WV	No outside entity such as the State Board can hold a school system any more accountable than the members of the school system itself. It is disappointing to see that the state moved to a system that is not working in other states while ignoring the border state of Virginia which has a successful accountability system in place for schools and students. I would like to see a measure be put into place for any state agency that receives funds to improve student achievement such as RESA and the WVDE. All should share in the responsibility if funds are appropriated to those agencies for improved student achievement. Under the leadership of former State Superintendent, Dr. Steven Paine, student achievement was at the forefront, district leadership teams knew of his expectations, and he provided solid leadership and continual research-based professional development for district teams with the singular goal of improving student achievement. This policy without state leadership and ongoing professional development is just another punitive policy attempting to "shame" districts into increased student achievement. I am unaware of the research base that supports shame as a method to improve achievement.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 15:56:50	Lee Jones Principal Fayette Oak Hill WV	* What is the criteria for lowering a schoolâ€™s grade? * Why canâ€™t OEPA raise a schoolâ€™s grade? * The focus appears to be negative and OEPA is suppose to be a support system for improvement. * Concerned about the subjectivity of the OEPAâ€™s ratings * OEPAâ€™s should not have the ability to raise or lower a schoolâ€™s rating Again they are to be here to support a continues improvement process.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-25 10:32:33	Natalie Laliberty Principal KCS South Charleston wv	***§126-13-3 Premises and Purposes*** I agree that the public has the right to know how our schools are contributing to student quality. However, I believe the true equity is not being addressed. For example, My school's summative achievement test scores are usually strong and I am confident our students do their personal best. My school's scores are a good average, high average when compared to the average state scores. Our Economically Challenged	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		sub group is an average of about 47%. Our special education population is consistent with the needs of one full time resource teacher. We are very proud of the OEPA Audit report findings we received which is public information on the website. As the principal, I could not be more pleased to share that my teaching staff is the only school in Kanawha or Putnam to receive all Distinguished in Standard 3, Curriculum, Instruction and Assessment. Furthermore, our school tallied a total of 9 Distinguished ratings and the rest Accomplished on the report. Secondly, an example of the opposite situation, another small school in Kanawha County usually has the highest or second highest test scores in the state. They have very few disadvantaged families and no Resource teacher in-house as those children are sent to another school. You would expect an A rating and the best educators we have to offer. However, when I was reading their OEPA Audit Report on the website I noticed the exact opposite in terms of ratings from the OEPA team. The OEPA team dropped 7 of their ratings to emerging which included all of Standard 3. Therefore is this OEPA finding "so serious" that it will be considered a reason for lowering the score of a high test performance school? Will this be the â€œrare circumstanceâ€ as stated in the proposed Policy 2320 changes? How can this new Policy 2320 process become EQUITABLE given the 2 examples		
2016-04-28 08:21:53	Jared Mileto Marion County Board of Education Fairmont WV	4.25- Puts the emphasis back on teaching to the test.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-09 15:11:24	Debbie Garvin Special Education Teacher Oak Hill High School Oak Hill WV	Yes, all students can learn. As a special education teacher I have seen the frustration of students trying to master grade level material. They should not be judged if they are putting forth their best effort.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 15:16:22	Kristen Personius Teacher Fayetteville High School Fayetteville WV	As a teacher, these policies need to be revised to meet the needs of all schools in West Virginia. Large, rich schools to small poor schools (Fayette County) should be tested at the same time in the school year. It seems that the GSA tests and policies are based around the states large, rich schools and the small poor schools become further and further behind.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-12 10:08:11	David Delk Wheeling WV		*Duplicate*	
2016-05-12 10:14:40	Jason Crouch FCEA/WVEA and	This goes against the new ESSA.	*N/-*	Comment not directly related to policy or too

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	teacher Oak Hill WV			general of a comment to consider a policy change.
2016-05-12 13:33:33	James Tucker Teacher FHS Fayetteville WV	5. If WVDE wants quality, then why am I not seeing words and phrases such as quality management, ISO 9000, or the Malcolm Baldridge Award? These are national and international standards but seem extremely elusive to policy formulators in West Virginia. 6. Again, it seems as if this policy is for political purposes, since OEPA can override WVDE, and threreby recommend the closure of schools.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 09:28:12	Timothy Smith Teacher Raleigh County Schools Shady Spring WV	The schoolâ€™s A-F Accreditation score should be accompanied by a rubric to assist the district and parents in knowing how each of the â€œmultiple measuresâ€ was weighted to aggregate to the selected score. Considerations should be made in regards to students exposure to outside resources.	*A/-*	This will be developed as we move forward following adoption of policy.
2016-05-13 09:37:13	Veltri Principal North View Clarksburg WV	Students in poverty have less exposure and therefore start school with less vocabulary knowledge and skill base. Filling in the gaps and teaching the basic skills of appropriate behaviors and procedures is not taken into consideration and is definitely a factor. Students make HUGE progress yearly, but sometimes it is not displayed by one test. Schools do not measures students progress by one test so why does the state rate a school on one test.	*N/-*	
2016-05-13 10:12:58	Russelle DeVito Principal North Marion High School Farmington West	The state uses Smarter Balance test scores as the dominant measure across all programmatic levels. This is counter to national trends. Data from the 50 states indicate that Smarter Balance and PAARC tests are being used more at the 3-8 level, while the SAT/ACT is being used in high schools for federal accountability	*NA/-*	WVBE and WVDE will continue to study the various assessments and determine the best options.
2016-05-15 04:41:49	Sandra Sheatsley Director of Federal Programs and Elementary Educat Raleigh County Schools Beckley WV	Grading a school based on multiple facets of one assessment misrepresents the tenets of multiple measures. When determining a disability/disease a physician or psychologist is required to consider multiple measures that converge to validate a diagnosis. We should hold ourselves to no lower of a standard.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted

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				to better reflect the multiple measures.
2016-05-15 09:30:15	Shirley Skaggs Teacher Kanawha Co Bd of Educ Charleston WV	"One of the reasons it is getting more and more difficult to conduct school as we have in the past is that the students who bring the middleclass culture with them are decreasing in numbers, and the students who bring the poverty culture with them are increasing in numbers." taken from the book titled, Framework For Understanding Poverty, written by, Ruby Payne. I would like to recommend to the WV Legislature and the WVDOE to consider in its evaluation of school the percentage of students from impoverished backgrounds. These students need more than traditional educational academic strategies. I would like the WVDOE to provide specific guidance to the schools with students from impoverished backgrounds on how to provide instruction to these students so they can achieve at a level that would allow them to score well on standardized tests which are written at a level that allows students from middle class backgrounds to be accurately evaluated.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-15 09:33:48	Shirley Skaggs Teacher Kanawha Co Bd of Educ Charleston WV	As a school teacher, I do not support the proposed A-F accountability system. The proposed system of measures is too heavily rooted in the performance of students on the one time a year SmarterBalance Test. Without student accountability on this particular test, results are subjective and cannot and do not reflect student mastery of content. Educators are witnessing students who randomly mark answers, finish the test in a period of time that is so quick that thoughtful and appropriate effort was not given to the test, and testing conditions such as technology issues are creating testing environments which are unfavorable for the test administrator and test taker. The proposed A-F accountability system is also devised in order to penalize schools where lower performing students attend. For example, special education students, low SES students, and students performing below mastery in the bottom 25% are measured and recorded several times within the proposed scoring system for an individual school. Until which time student accountability and parental accountability become part of the standardized testing process, this data is unreliable to gauge teacher, student, and school performance. Current trends in education literature are supportive of a more well-rounded system of reporting data about a school to the public such as a dashboard of information where an interested party could review multiple sources of data on an individual school by reviewing a dashboard that contains enrollment data, professional educator training and educational data,	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures. Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative

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		attendance information, testing and other academic reports, and sub group performance data. Let the individual seeking the information make their own decisions informed by the data they are able to review for themselves. A single letter grade assigned to a school is a simplistic, insulting measure suggesting that an interested party who wants to review school data is unable to understand the information for themselves and make an informed decision of their own.		Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-16 12:05:35	Dr. Helen M. Hazi Professor West Virginia University Morgantown WV	Low-performing schools tend to receive low ratings when the standardized test is the major measure of that accountability score. Since low-performing schools will rarely be able to improve their accountability score, the state runs the risk of demoralizing students and teachers in these schools over time.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 13:42:35	Shawn L Dilly Superintendent Mineral County Schools Keyser WEST	3.1.a. It is agreed that all children can learn. However, background variables do impact the learning process. Extensive amounts of research indicate the impact that socio-economic variables, race, and special educational status have on learning. I would never say that these subgroups could not obtain proficiency. Nonetheless, it requires extra time and resources to achieve the same goal. This policy does not account for the many differences and needs of our children. 3.1.c. A clear approach is desired, but a simple letter grade to grossly oversimplify the hundreds of factors that impact a studentâ€™s learning is irresponsible. All states that have adopted similar models have either stepped away from the approach or made drastic alterations. One assessment will never accurately represent the qualities of a school. This policy will only create more challenges for schools to overcome. 3.1.d. I would agree that the school is the unit of change. If this the case, then schools and districts should be listened to concerning this policy and other matters. Significant bodies of research talk about teacher effectiveness being the most impactful way to improve student achievement. Yet, we have reduced the support at the state level, at the RESA level, and we want to see our schools continue to improve. It would appear that we continue to push policies that reduce student performance within the research by continuing to increase accountability pressure. 3.2. The purpose of the policy is not disputed to develop accountability, enhance	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		performance expectations, and communicate to parents their schoolâ€™s performance. However, the proposed policy does all of these in some of the most harmful and our opposite of research recommendations. 3.2.b. â€œHolding schools and schools systems accountable for performance outcomes â€¦ determined to affect the quality of school and classroom learning conditions.â€ If teaching to a test is the outcome desired by this policy then the tool used to hold schools will be effective. However if student learning is the goal, then another research based approach must be utilized. There is not incentive in this policy for schools. If fear is your primary motivator, your results will always be limited.		
2016-05-16 14:39:46	Jason Marling Assistant Princpal Marshall County Schools Glen Dale WV	"The WVBE has the responsibility to define the outcomes by which quality and equity should be judged....accountable for those outcomes" If the state truly believes the GSA is worth 80% of a schools grade, we have big problems. Until the state figures out a way to place value on the test that students can see, the GSA should have the least amount of weight of all factors.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 15:00:33	David Decker Principal Salem Elementary Salem wv	3.1b â€“ The WVDE does not define outcomes for accountability and make the outcomes known to all stakeholders in prior to each academic year. 3.2.a â€“ The performance measures are not clearly defined with a quantified cut score for each grade prior to each academic year. 3.1.d â€“ Recognizes the need for differentiating supports; unfortunately, this same need is not recognized or in consideration when labeling schools A-F.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
		§126-13-4 Glossary		
2016-04-25 16:31:59	Sonya White & Faculty Principal Kenna Elementary	4.2 - Acceptable annual improvement - What are these values and what is the formula used to determine and set these trajectories? 4.3 The accountability measures used to determine school quality come from only 3	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students

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	School Kenna WV	sources: attendance rates, graduation rates and the WVGSA. Although there are several measures, 10 of the 12 listed are derived form the WV General Summative Assessment. This hardly seems like multiple measures. Perhaps adding other components that are not tied to the test would be prudent and give a comprehensive picture of a school's success. 4.34 West Virginia Accountability System - part of the definition mentions using this system to guide and focus improvement and technical assistance. The reports school systems receive from this system do not provide any indication of specific or general areas of the curriculum to target. Please examine the individual and group reports generated and see if you can determine a content weakness that is identified from the data sent to schools. When identifying the accountability measures, there are several aspects that need further clarification in order to be more transparent to the public and elicit better informed comments to the policy. For example, when including student proficiency or growth to assign a grade to a school, there is not a clear understanding by those reviewing the policy as to the weight each category carries in the calculation toward the A-F grade.		in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-27 11:46:25	Blaine Hess Superintendent Jackson County Schools Ripley WV	In regard to college and career readiness indicators, the WV State Board of Education should review the National College and Career Indicators identified at redefiningready.org to get a more realistic look at the national perspective as to what constitutes college, career, and life ready attributes. Section 4.34 of the policy, West Virginia Accountability System (WVAS), expects continuous improvement using multiple measures of academic achievement and student success standards to guide in focus improvement and technical assistance. This expectation is in conflict with an accountability system that uses only one assessment to drive the majority of the accountability score.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-27 15:49:31	Melanie l WV	What is the weighting? How can you put this out for comment when you haven't given us the percentage breakdowns? 4.3 - What about the high performing kids? What about the bubble kids? This doesn't allow us to work with all students. We are only working with the bottom kids.	*A/-*	Points are defined in the policy for each metric.

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2016-04-29 10:03:27	Timothy L. Woodward Superintendent Calhoun County Schools Mount Zion WV	Is there a reason that the OEPA does not have the authority to raise a systems performance level or is the accountability system totally base on negative outcomes?	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-29 13:36:05	Melinda Walton Director Tyler County Schools Middlebourne 26149	accountability measures - what weight does each category carry in calculating A-F	*A/-*	Points are defined in the policy for each metric.
2016-05-03 15:52:09	Stacey Lusk-Butcher Director of Assessment and General Student Support Wyoming County Board of Education Pineville WV	On the definition of 4.1, Accelerated Improvement of the lowest 25% of students, the method of calculation for the lowest 25%, needs to be provided for all to understand how that number is derived. On 4.35, WVAS, it states this measure will be calculated from multiple measures of academic achievement. When this calculation is based on one test, such as WVGSA, this is not accurate. I realize multiple measures makes up many things, however, in terms of academic achievement the one test, WVGSA is what it is referring to. This policy needs to consider other tests to reflect the % of achievement instead of just one.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-07 09:17:55	Greg Richmond Teacher Charmco WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability. - See more at: http://wv.aft.org/news/wv-boe-policies-public-comment#sthash.fT0FENST.dpuf	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-09 15:11:24	Debbie Garvin Special Education Teacher	4.19 Students with a modified diploma should not be counted as a "drop out". This is unfair to the special education population. 4.27 Students must be held accountable.	*N/-*	Comment not directly related to policy or too

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	Oak Hill High School Oak Hill WV			general of a comment to consider a policy change.
2016-05-09 15:32:09	Ann Johnson Music Jackson County Bd of Education Ripley WV	When does the bottom 25% of students reach a goal so they no longer are the bottom 25%? Does the top bar keep getting higher so the bottom students never get out of the bottom? What is the formula for reaching the 26% or higher? The set goal should not change every year. When identifying the accountability measures, there are several aspects that need further clarification in order to be more transparent to the public and elicit better informed comments to the policy: Â· For example, when including student proficiency or growth to assign a grade to a school, there is not a clear understanding by those reviewing the policy as to the weight each category carries in the calculation toward the A-F grade.	*A/-*	This will be explained in the guidance from WVDE and OEPA. The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-11 09:59:31	Amy Brown Teacher Librarian Madison Middle School Madison WV We	Â· In regard to college and career readiness indicators, the WV State Board of Education should review the National College and Career Indicators identified at redefiningready.org to get a more realistic look at the national perspective as to what constitutes college, career, and life ready attributes. Â· Section 4.34 of the policy, West Virginia Accountability System (WVAS), expects continuous improvement using multiple measures of academic achievement and student success standards to guide in focus improvement and technical assistance. This expectation is in conflict with an accountability system that uses only one assessment to drive the majority of the accountability score.	*A/-*	
2016-05-11 13:41:55	John Hudson Superintendent Boone County Schools Madison wv	When identifying the accountability measures, there are several aspects that need further clarification in order to be more transparent to the public and elicit better informed comments to the policy: â€¢ For example, when including student proficiency or growth to assign a grade to a school, there is not a clear understanding by those reviewing the policy as to the weight each category carries in the calculation toward the A-F grade.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted

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		â€¢ In regard to college and career readiness indicators, the WV State Board of Education should review the National College and Career Indicators identified at redefiningready.org to get a more realistic look at the national perspective as to what constitutes college, career, and life ready attributes. â€¢ Section 4.34 of the policy, West Virginia Accountability System (WVAS), expects continuous improvement using multiple measures of academic achievement and student success standards to guide in focus improvement and technical assistance. This expectation is in conflict with an accountability system that uses only one assessment to drive the majority of the accountability score.		to better reflect the multiple measures.
2016-05-11 15:16:22	Kristen Personius Teacher Fayetteville High School Fayetteville WV	Your policies make me hate a job I used to love. Don't you want some good teachers left in the state? All you policy makers do is make things worse for our students and teachers in Fayette County. YOU ARE VERY WORTHLESS!	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a	*Duplicate*	

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		desired result; this is not a transparent grading system in any way.		
		Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-13 09:28:12	Timothy Smith Teacher Raleigh County Schools Shady Spring WV	The A-F Accreditation system cannot be based on a bell curve unless we have an expectation of failing schools. A normal distribution predicts no less than % are failures annually.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 09:37:13	Veltri Principal North View Clarksburg WV	When you look at the lowest 25% it is often the special education population. Some students in the special education population can only grow to their IQ (ability level) it is not fair to rate a school or a students when they are progressing and working to their highest potential. You are penalizing the school and the students when they students is working up to their ability level. What happen to the idea of Differentiated instruction and meeting students at their level. At the school level we work with students at their level and build from there, but you are penalizing student and schools for helping students grow stating at their level especially when they have a lower IQ. Some on these things need to be taken into consideration.	*N/-*	
2016-05-14 20:21:13	Timothy Haynie Teacher Fayetteville wv	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability.	*N/-*	
2016-05-16 09:02:36	Lola Brown Federal Programs Supervisor	4.34 states that the accountability system uses multiple measures of academic achievement. However, 92% of the system points come from one assessment at one time at the elementary and middle school levels and 80% at the high school level.	*A/-*	The ultimate goal of an accountability system is to

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	Harrison County Schools Clarksburg WV	Could you consider benchmark assessments with STAR Reading or Math, interim assessments, or Acuity as another measure of academic achievement? Although it is more work to calculate it provides a different assessment and different points in time. Could you consider school climate surveys as apposed to attendance? School climate impacts student achievement and it is something that schools have some measure of control for improvement. I really like the college and career ready indicators at the secondary level. The other consideration is that the elementary and middle schools receive points related to the graduation rate of their feeder school. 4.2 â€“ 4.3 If the word growth is changed in this section of the policy, should it not be changed in all other sections of the policy? For example, in 4.3 the wording is observed student growthâ€¦should it be observed student improvement, adequate student growth to adequate student improvement, and accelerated student growth to accelerated student improvement? The policy has more clarity with the flow of language if the same wording is used throughout. There are many other areas that this language needs to be considered and clarified, but one is being utilized as an example for this point.	increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 11:47:30	Leatha G Williams Superintendent of Schools Wetzel County Schools New Martinsville WV	4.8-4.14 What process is in place to align the qualitative metrics (SRM/OEPA on-site reviews and evidence of Strategic Plan implementation and effectiveness) with the quantitative measures from the WVGSA? This comment is met to address 4.8 through 4.14: There must be a process in place that aligns all efforts throughout the year with end-of-year outcomes on the WVGSA. It is a concern when a school has an OEPA review that reflects marks of accomplished, Strategic Plan reviews that indicate this is also outcomes based and acceptable evidence has been included to support the school monitoring report, but the student outcomes on the WVGSA indicates low levels of proficiency and low improvement/growth. It is very difficult as an instructional leader to justify the paradigm shifts in principal leadership, curricular and assessment practices when a group has basically been given a stamp of approval in terms of qualitative data collections. Therefore, I truly feel there must be clear connections between the various data points in order to support continuous improvement within the schools and the districts. 4.34-4.35 There must be complete transparency in the WVAS/WVAI. The public has a perception of what an A is in terms of points earned. Typically an A means that a	*N/-*

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		student has received either a 90% or a 93% of total points out of 100% points available. The same understanding goes along with all the other letter grades. The criteria for an A should be pre-established by the WVBE prior to the WVGSA results and the schools should fall naturally on that grading curve/scale. It is NOT transparency to have a norm reference curve or grade on the curve for this. It undermines the process and creates disruption when there is a pre-established number of As or Fs. Additionally, marketing and communication is clear connection between this ranking/grading system being successful or unsuccessful. I would much rather the WVBE to explain to the public that we can anticipate many low letter grades in the state the first year, but the state will utilize this data to identify root causes for student performance issues and customize the support, assistance and guidance to ensure that the educators have the right tools in place to make the adjustment for increasing student achievement. Communication about the connection between the assessments, standards and A-F is critical to state and system improvement. The WVBE needs to assume this responsibility through marketing and advertising. It would also help to include and train Superintendents on the marketing and advertising strategies.		
2016-05-16 13:27:28	Allen Sexton Director of Special Education Raleigh County Schools Beckley WV	2.4 Grading a school based on multiple facets of one assessment misrepresents the tenets of multiple measures. When determining a disability/disease a physician or psychologist is required to consider multiple measures that converge to validate a diagnosis. We should hold ourselves to no lower of a standard. Consider grading on the already established expectations of: WV Standards for High Quality Schools â—¦ Standard 1 â€“ Positive Climate & Cohesive Culture â—¦ Standard 2 â€“ School Leadership â—¦ Standard 3 â€“ Focused Curriculum, Instruction & Assessments â—¦ Standard 4 â€“ Student Support Services & Family/Community Connections â—¦ Standard 5 â€“ Educator Growth & Development â—¦ Standard 6 â€“ Efficient & Effective Management â—¦ Standard 7 â€“ Continuous Improvement	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 15:00:33	David Decker Principal Salem Elementary Salem wv	4.1 â€“ Define and communicate the established metrics prior to the start of the academic school year. 4.2 â€“ Individual trajectories are a great thought and should be defined and outline	*A/-*	Many of these items will be part of the guidance from the WVDE and OEPA.

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prior to the start of the academic year.

4.3 â€“ Define â€œbelow standard 3rd grade readingâ€ and utilize multiple sources for reading level.

4.4 â€“ Provide an adequate growth trajectory for each student prior to the academic school year, so that the expectations are clearly communicated to all stakeholders.

4.25 â€“ Consider renaming this section to â€œComparative Growthâ€ . For example, a fourth graderâ€™s scores are compared to the scores on the previous year. Using the term Observed Growth leads the reader to believe it was measure by the same standards, when in actuality it was a 3rd grade year compared to a fourth grade year.

4.27 â€“ Define and quantify the cut scores and include in this section.

2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	The size of this section in itself should be an indicator of the level of understanding that will be required by our stakeholders.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 15:37:08	Sallie Dalton Superintendent Greenbrier County Schools Lewisburg WV	The measurements of third grade reading and eighth grade math both come from the WVGSA which adds more weight to the individual assessment. Rather than using multiple measures which was intended in ESSA, the states accountability proposal is still primarily using one measure to sum up an entire educational system.	*N/-*	
2016-05-16 08:10	Doug Lambert Pendelton County	I note here that the West Virginia Accountability System (WVAS) expects continuous improvement using multiple measures of academic achievement to guide the expected success for all. Seems to me this is in conflict with the use of ONE assessment that drives accountability.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted

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				to better reflect the multiple measures.
		§126-13-5 West Virginia Accountability System (WVAS)		
2016-04-14 17:53:24	Dr. Terri Bohr Teacher Berkeley County Schools Inwood WV	I have some real concerns about this grading system. Has the board researched states that have used this system and have since abandoned it? I was in Florida during the time a grading system was used based primarily on the scores on the FCAT and later when they included graduation rates and attendance. It was a demoralizing, inaccurate and unprofessional system. It made the faculty feel as though they were being penalized for things outside their control. The public did not understand what the grade meant, only what they thought a C or a D meant when they were students. Later money was awarded to schools that had "good" grades while the other schools were denied funding for the very activities needed to improve instruction. This is a sad day in WV when the governor can not trust the well trained, hardworking dedicated professionals to do the job they do best, educating the children of our communities. Grading schools will not encourage growth, growth is already present, it just is not measured by the parameters the state will use. This grading system will only instill mistrust, bad feeling among educators who need to all pull together. What a great thing it would be if the teachers of our state were shown appreciation and support, decent salaries, affordable insurance and encouragement instead of being rated by unfair one time tests and student attendance of which we have no control. Thank you.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-18 09:40:21	Trent Sherman Principal/Parent Martinsburg High School Martinsburg West	This policy is a terrible idea for the state of WV. You are basing the performance of schools on a test that students have no accountability to take or to do well on when they take it. This system has already been tried in many states and they have gotten rid of it due to its ineffectiveness. WV is already behind in many areas please do not pass this policy and put us further behind in education.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-19 09:06:48	Leslie Haynes Reading Specialist West Virginia Education Association RIPLEY WV	It appears that this grade is based largely upon Smarter Balanced testing. I don't see qualitative data, such as home situations, level of education of parents, motivation to learn, legal situations, medical deficiencies (prenatal and early childhood development), controlled substance abuse or exposure, etc. Hence, this is an extremely biased and invalid score.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-04-19 13:29:55	James Southern Band Director Martinsburg High School Martinsburg WV	I appreciate the need to measure school success, but I do not think that test scores are always an accurate indicator of student achievement. For example, a student may be an excellent electrician or artist, but our standardized tests do not measure these skills. If this student skilled in electrical work or art does not perform well on standardized tests, a conclusion is drawn that this student and/or the school are not performing well. However, if the school has prepared this student to be an electrician or artist and has provided opportunities for hands-on experiences, then the school has likely been successful in preparing this student for life beyond high school. Based on this evaluation system, the results would show that the student and school were unsuccessful, which would be inaccurate in this scenario. We are a blue-collar state, and I believe that only around 56% of our high school graduates continue to higher education. I would argue that standardized tests are not generally accurate indicators of student achievement for students not planning to attend a four-year college or university. In my opinion, therefore, this methodology of assessment and evaluation not only devalues talents outside of the math and English subject areas, but it is also an inaccurate indicator of student and school achievement for almost half of our student population in West Virginia. Additionally, assigning a publicly available grade to this flawed evaluation system can create ill will between schools and their communities, which may result in the failure of school bonds and other community support mechanisms. I would urge the state legislature to find alternative evaluation methods that more accurately reflect the goals and talents of our students, and I think we need to begin by comparing those goals and talents to our current graduation requirements. Thank you for your time and for the opportunity to share my thoughts and opinions.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-19 19:49:25	Rhonda L. Foreman NBCT English Department Chair Martinsburg High School Martinsburg WV	Grading schools on an A-F scale that is tied to standardized tests which students have absolutely no accountability for is absurd. College-bound students need ACT or SAT scores to get into college; therefore, those are the tests that they care about. The GSA has no impact on the future of each individual student and the students know this. Why, then would you base a school's score on a test for which are students are not held accountable?	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for

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				transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college. Also, reviewing options of assessments at the high school level.
2016-04-21 09:54:07	Jane Roberts Assistant Superintendent Kanawha County Schools Charleston WV	The policy calls for multiple measures. Of the 11 measures for elementary schools, 10 of them are linked to the final summative assessment. This is 10 different ways of looking at the same measure, not multiple measures. Six of the measures are linked to growth. Growth data has not accurately been determined in the past, as evidenced by all educators receiving "Distinguished" Standardized School Growth ratings this past year due to errors in calculations. We should not label a school as a D or F based on one measure and unreliable growth data.	*NA/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-25 10:32:33	Natalie Laliberty Principal KCS South Charleston wv	Is focusing on the lowest 25% fair for those schools that have high populations of special education students especially given that and IQ of 55 and below are now self contained o Alternate Assessment. This determines that any student with a 56 and above are in the general population and tested as those students with average, above average and gifted students. Lets find an adult with a 56 IQ and let them be on the State Board of Education.	*N/-*	
2016-04-25 11:33:14	Michael A Hince Marshall County Schools Moundsville WV	I agree that School must be accountable. I do not see how 90% of the accountability can be directly determined by results on one test on RLA and Math components of that test. In addition, the growth factors are linked to a Norm referenced test rather than a Criterion referenced test, which is akin to a moving target. When a person looks at score in any state on any test, he will find that the lowest performing schools	*N/-*	

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		come from low SES areas, and higher performing schools are linked to more affluent areas. Why then is there not a factor that accounts for the student population of low SES and Special Needs? Not addressing these issues is a travesty. All children can learn but not at the same rates or without much additional resources.		
2016-04-25 16:31:59	Sonya White & Faculty Principal Kenna Elementary School Kenna WV	5.2.d - School Performance Levels - It indicates that the WVBE will establish the cut scores. What process do they plan to use to do this? Is it research based? Teachers and administrators are hearing a "bell curve" approach to assigning the A - F grades? Do we really want to have 68% of our school labeled as "C" schools based on one test? The process of establishing cut scores needs to be defined and developed from sources both within and outside of WVDE. 5.2.b.5 Given the rightful emphasis placed on graduation rates, the points earned by schools for their graduation rates are far too low and should comprise a greater percentage of the points toward the assignment of an A-F grade to a school. In addition, since the ultimate success of a student and his/her graduation is impacted by more than the efforts of high schools, all elementary and middle schools should receive points connected with the high school graduation rate of the high school(s) which receive their students.	*A/-*	Information will be developed and shared once the policy is adopted that sets the metrics.
2016-04-27 11:46:25	Blaine Hess Superintendent Jackson County Schools Ripley WV	5.2.b.6 and 5.2.b.7 The factors considered to measure college and career readiness should be expanded to include other nationally recognized measures such as student grade point averages. 5.2.b.8 There are additional nationally normed assessment instruments used in schools throughout the state that should be used with the Smarter Balanced Assessment to determine percentage of third grade students that are reading at grade level. 5.2.b.9 There are additional nationally normed assessment instruments used in schools throughout the state that should be used with the Smarter Balanced Assessment to determine percentage of eighth grade students that are proficient in mathematics. 5.2.b.11 Given the paramount importance of attendance to student achievement, the	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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		point values allocated to this factor are too low and should comprise a greater percentage of the overall calculation in the A-F grading system.		
2016-04-28 15:57:20	Frazier McGuire Principal McDowell County Schools Bradshaw WV	My concern is that out of 1350 points possible for high schools 900-1100 points will be based on test / assessment results. The problem with this is that students are not held accountable for their test performance except seniors who may be placed in certain Math or English classes or remedial classes in College. For a large number of students, that is not a concern for them. Unless all students know that they will be held individually responsible for their test scores it is not fair to use these scores. The only ones held responsible for low test scores are school districts, principals, and teachers. Parents and students are not held accountable. The same argument could be made against using attendance rates. Some counties with the help of the court system do hold students accountable for truancy, but many do not have that assistance from the court. Again, schools and staff are held responsible but students and parents have little if any accountability. If attendance is going to be used then policy and laws need to be put in place that makes attendance count for something and students and parents sharing the responsibility with schools when students don't come to school.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-29 10:03:27	Timothy L. Woodward Superintendent Calhoun County Schools Mount Zion WV	The percentages of the multiple factors create a system that is not truly a multiple factor system but a single component system based on high stakes testing.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-04-29 13:36:05	Melinda Walton Director Tyler County Schools Middlebourne 26149	conflicts with an accountability system that uses only one assessment to drive the majority of the accountability score. student grade point average should also be considered to measure college and career readiness	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed

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				metrics have been adjusted to better reflect the multiple measures.
2016-05-02 15:12:36	Kenny Bond Principal Mason County Schools Mason WV	I'm struggling to understand how two different attendance calculations are going to be used to determine the A-F grade of a school. By not including parent note excuses OR medical excuses you will be creating a situation where those two exceptions are counted against a school for A-F accountability, but they are not counted against a school for attendance purposes as reported to the federal government...I fail to see the justification for not including parent notes and doctor excuses as excused absences. Further, the insistence of the "bell curve" as a rating system undermines improvement and achievement of schools...to rate the vast majority of schools as "C" merely to balance the number of schools on either end of the curve raises questions as to the validity of the rating system in the educator's minds, and raises unnecessary questions of the effectiveness of a school in the minds of the public at large who will take a rating of C as less than desirable. This will force administrators and teachers of those schools to have to validate their performance to stakeholders in the community when in fact they schools have performed above average on state-mandated exams.	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance. Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-03 15:52:09	Stacey Lusk-Butcher Director of Assessment and General Student Support Wyoming County Board of Education Pineville WV	On 5.2.a., the language regarding multiple measures would guide one to believe that this is from multiple assessment sources. However, for elementary (5.2.a.1) and middle schools (5.2.a.2), the factors of proficiency rates, observed growth, adequate growth, accelerated performance of the lowest 25%, below standard 3rd grade reading or 8th grade math, at-risk subgroup reduction all comes from one assessment, the WV General Summative Assessment. Attendance is the only thing listed that does not come from the WVGSA. For the high schools, this should be numbered 5.2.a.3. to keep in order with elementary and middle schools. This school level does have other items factored in, such as college ready indicators, career ready indicators, attendance and 4 year graduation rates.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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In the measures sections, on Observed Growth (5.2.b.2) and Adequate Growth (5.2.b.3), it states schools may earn up to so many points depending on student growth. The methods of this calculation need to be provided so everyone understands exactly how that is determined.

Further detail will be provided in guidance from WVDE and OEPA

5.2.b.4, the calculation in determining the lowest 25% of students needs to be provided and explained.

5.2.b.5 Graduation Rates needs to include other grade levels than just high schools, as the students are often identified much earlier. Also, the calculation for the graduation rate should not be limited to a four year cohort. Some students stay in school until they are 21, often for reasons beyond their control (special education). Therefore, a school's graduation rate should not be penalized when they are doing what is best for the student.

On the College Ready (5.2.b.6) and the Career Readiness (5.2.b.7) Indicators, it needs to be better explained how this is calculated. Does each student have to be successful at each level or just one? I know there are multiple forms in reaching benchmark readiness, such as ACT, AP, GSA performance, and Career and Tech Ed program completion. If the students do not have to be proficient in both college and career ready, how will the tracking of who has and has not be compiled for accuracy?

On the measure of below standard 3rd grade reading rate, this needs to be a comparison of 3rd grade to 4th grade. The same for the 8th grade below standard mathematics rate. It needs to be a comparison of 7th to 8th, utilizing the same claims. However, other assessments could be utilized to show proficiency at both grade levels, both subjects.

On 5.2.b.11, basing a schoolâ€™s attendance percentage on whether or not a student is in a seat is not acceptable. Removing the codes in Policy 4110 about medical exemption and parent notes is making the schools accountable once again for things that are beyond their control. A student who may have pneumonia and be in the hospital for five days will not receive homebound services. However, that child is not allowed in school due to doctor orders, but we are penalizing the school for them not being there. Also, what about the child whose parent dies? The school is again

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		penalized for allowing that child to grieve a death. These are issues the schools have no way of working on or controlling. Those attendance codes need to be added back in as allowable deductions. I have proudly served the students of Marshall County for the past 15 years. I do not feel that policy 2320 will accurately reflect the performances of our school system as a whole. As an educator, I give my students the opportunity to succeed and don't pre-determine that a certain percentage of students will fail. Why should schools be judged on that basis. I understand that schools should be held accountable and that some will not be better than others, but to grade schools on a curve will be a detriment to our school system in WV. If every school shows improvement, schools will still fail based on the curve. We are using a system in which the students have no accountability on their results. We make sure the students know how important it is, but that does not mean they will take it seriously. Some students do not even try on the test. We can make parents and the student aware that we know they did not try, but ultimately, what can we really do. I have never administered an ACT to a student and had them not try because they know what the consequence is to no doing well. We do have many students that will do well and show what they have learned at JMHS, but the small minority of students that are not invested in this assessment will have a huge impact on the overall results of the state wide testing. Things like graduation rate, ACT scores, Job placement, College preparation and a great overall experience should factor more into how we rank in the state than a test that the kids know has no effect on them personally. In conclusion, I thought that it would be more appropriate for you to test the skills and knowledge of our subject area and our instructional strategies and then I realized, we as teachers have all pasted the tests that we had to take to be eligible to teach our students. I have invested thousands of $$$ and countless hours to being a licensed teacher with a Masters Degree plus. What message does this send to the teachers that work hard and prepare their students for life and give them the skills to go to college and be successful. No one becomes a teacher to get rich, but to base our schools performance on a test with no accountability of those that take it is an insult to myself and the profession. I cover the standards everyday. I implement technology and give my students my everything. I passed the tests the state requires me to pass. I compare this to letting people teach that do not pass the Praxis. We have held up our end of the bargain, you must believe in us and trust that we are doing our jobs. Make	
2016-05-04 10:22:27	Dan WIlson Special Education Department Chair John Marshall High School Glen Dale WV		*N/-*

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		the accountability on the students and look at ACT scores and other assessments that matter to them and that will give you a true representation of our school system. I love teaching and have dedicated my life to students with special needs and I would be upset if a school had an F grade based on a bell curve that predetermined that schools would fail. Please consider having educators that are in the trenches give input into the decision making process and not people that are have had limited classroom or no classroom time making decisions that have negative result when things could be done in a common sense manner. I love my students and will teach in WV my entire life, but please listen to your teachers and take our concerns seriously.		
2016-05-05 08:40:06	Frank Caputo Community Member Fairmont WV	Sad that we have sunk to destroying morale and killing sell esteem. How would you feel if you taught or attended an F rated school? This crazy proposal must not become policy! Those responsible for this travesty of a policy must be held responsible!!!!!!	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-05 12:11:39	Trudy Parker Teacher Berkeley County Schools Martinsburg WV	5.2.b.1 outlines that state summative assessments will be utilized to determine progress. Teachers and Administrators should be able to select a method to best demonstrate growth/achievement. Students have no incentive to perform well on summative assessments, thus the results are unreliable and do not reflect the true academic rigor of each school. Especially high schools.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-05 20:49:55	Timothy M. Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching	*Duplicate*	

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		band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	
2016-05-05 20:54:44	Timothy M. Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-05 20:56:04	James Gale Mullens Retiree Community Stakeholder Summersville WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was	

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		I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders.		
2016-05-05 20:57:47	Ruth Mullens Teacher Collins Middle School Oak Hill WV	I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-05-05 20:58:42	Charlotte P. Mullens Retiree Community Stakeholder Summersville WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*N?-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-05 20:59:26	Timothy Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I	*Duplicate*	

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2016-05-05 21:00:30	Timothy M. Mullens Stakeholder Community Member Summersville WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*	
2016-05-06 07:53:38	Stefan L. Smolski Teacher Fairmont WV	The A-F grading system for WV schools is arbitrary and places an unfair burden for the scores on the teachers and administrators of schools and no consequences for students. I have admoinsitered statewide testing from Stanford 9, WESTTEST I & II, therough GSA. The lack of student ownership on WESTTEST and GSA is a cause for low scores. I have more than anecdotal evidence showing where students who were National Honor Society/Valedictorian/Promise Scolarship recipients scored a 1 on their AP and GSA/WESTTEST assessments. Just recently I observed a student complete a math assessment in under 10 minutes! How do you assess a school that is able to save a student who may have dropped out but found renewed interest and	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to

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		motivation to succeed and earn a Promise Scolarship? This policy will never take that into account and therefore, I cannot support its approval.		determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-06 10:38:30	Meredith Dailer Assistant Principal, Triadelphia Middle Ohio County Schools Wheeling WV	We continue to try and base our school's progress/aptitude/teachers etc. with a test that is in no way attached to our students. As the students get older they are more and more aware that these test scores have little or no effect on their future. In addition, For 96% of our grade to be based on what our students do on 4 tests at the end of the year is insulting to all the other wonderful things we do in our schools. As a previous Social Studies teacher, I also find it detrimental to our core content classes of History and Science that we continue to move away from their importance in our students' futures. Yes, math & reading are important, but them emphasis being placed on them by processes like this - undermine all other content areas. Lastly, the curve that is proposed is simple unfair. To require schools to fail, based on a mathematical equation, makes the process a failure from the beginning. It will create an inaccurate system in which our schools will be judged regardless of how much explanation is given on a curved scale. Please do not approve this policy as written. We need to go back to the drawing board and really ask our selves if we are going to spend this much time and energy on a test - then how do we really tie it to the kids' that are taking it.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-06 14:35:41	Kari McClure New Martinsville, WV 26155	I highly approve the addition of college and career readiness indicators. I feel that the "below 3rd grade reading rate" measure will be key to improving the literacy of our students. Mathematics concepts and procedures are also critical to the future success of our students. I feel that using the "below 8th grade mathematics rate" to measure is a huge step in the right direction for our students.	*A/+*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-07 09:17:55	Greg Richmond Teacher Charmco WV	The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only	*N/-*	Comment not directly related to policy or too

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		weaken morale at already struggling schools. This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing.		general of a comment to consider a policy change.
2016-05-09 11:39:22	Grant Spencer Secondary Curriculum Coordinator Harrison County Schools Clarksburg WV	5.2.b.6 - Too vague and needs reworded. Shouldn't it mention the College and Career Readiness Indicators established by the West Virginia Higher Education Policy Commission? 5.2.b.9 - Correction needed in the last sentence. Should be "8th Grade Mathematics" instead of 3rd Grade Reading. 5.2.c.3 - Isn't the highest grade level of accountability for high schools Grade 11? How does Grade 12 factor into accountability?	*A/-*	Correction made. Calculations document will explain how the 12th grade students impact accountability.

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2016-05-09 13:40:23	Vic Fisher Supervisor, Pupil Services Harrison County Schools Clarksburg WV	The proposed WVAS is over-reliant on scores derived from the WVGSA at the elementary and middle school levels - 92% of possible points. The addition of other measures such as 'retention rates' and 'out-of-school suspensions' could provide a much broader picture of school performance than a single summative assessment would. Although 'retention rate' may be a factor within 'at-risk subgroup reduction', its importance makes it a candidate for an individual measure. OSS could be used in a variety of ways as a measure; total OSS days, total incidents, number of students over 10 cumulative days, and/or OSS improvement. The WVELRS could also be used as a measure at the elementary level. 5.2.c.4 Participation Rate: "Schools not meeting the participation rate approved in the Federal Accountability System will be subject to grade modification." Due to the politically motivated opt-out movement, I recommend that 'grade modification' be eliminated from policy. Although the term multiple measures is used over and over in this policy in explaining how the A-F designation will be determined, in reality, the results of the Smarter Balanced test will determine approximately 85% of the equation. Statistically, that means that any other measure that is not tied to the Smarter Balanced test will not have any bearing on the final grade.	*N/-*	
2016-05-09 14:28:13	Melissa Ruddle Assistant Superintendent for Curriculum and Instru Kanawha County Schools Charleston WV	In life, we wouldn't think of making many of our life decisions on the basis of one measure, but we are going to grade our schools based on the results of one test. We say that we are teaching our students to survive and excel in real-life situations. Obviously, they will not learn that lesson from this scenario. The Standards for Educational and Psychological Testing confirms, "In educational settings, a decision or characterization that will have major impact on a student should not be made on the basis of a single test score. Other relevant information should be taken into account if it will enhance the overall validity of the decision. " Thank goodness I did not judge my students on the basis of their standardized test score. I have had students who now star in television shows, write songs in Nashville, and have developed an App that sold for over six figures. None of those students scored extremely well (or even average) on the end of the year test. They did well because no one ever told them they were an "F" student. Labels can be devastating to a child or a school.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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		To decide whether a school is doing a good job, we need to consider several different achievement measures (reading, mathematics, etc..); as well as information about resources (personnel, financial, policy); processes (curriculum, instruction, school climate); and other school outcomes (safety, graduation rate, student and parent satisfaction). Then we will see the measure of a high performing school. 5.2.b.5 Graduation Rates A true measurement of a high schoolâ€™s graduation rate should be the number of studentâ€™s who make it to graduation, not the number who finish at the end of their 4-year cohort. Students can get off track for a variety of reasons, usually not related to school. A true measure of a schoolâ€™s success would be helping a student get back on track and actually graduate. Graduation in four years is the ideal outcome. However, life sometimes happens. Graduation period is the most ideal outcome for any student. Donâ€™t penalize a school for issues often beyond their control. Reward the school for helping students get to the finish line whether it is 4 years, 5 years, or a bit longer. At least, maintain the 5-year adjusted cohort graduation rate. 5.2.b.11 Attendance Days missed due to documented medical, legal, and funeral excuses need to stay excused. Students get sick or have regularly scheduled medical and/or dental appointments. Often students must be absent from school due to legal obligations or death of family members. These absences are beyond the control of the school and the student.		
2016-05-09 14:36:42	Robin Hall Assistant Superintendent Wyoming County Board of Education Pineville WV		*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-09 14:44:04	John P. Rogers Principal Harrison County School Clarksburg WV	According to the draft policy it clearly states the the state will use multiple measures to determine school performance. What it fails to say is that WVAS metrics uses the score of a student multiple times to determine school performance. According to calculations, 92% of middle and elementary scores are based on the summative assessment, currently Smarter Balanced, given at the end of each school year. I think this misleads people into believing that you actually use more than one test to determine school performance, which is definitely not the case.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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2016-05-09 14:54:24	Stacey Carroll Teacher Fayetteville wv	The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools. This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing.	*N/-*
2016-05-09 14:55:38	Stacey Carrol Parent Fayetteville WV	The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools. This system does not incentivize strong teachers or administrators to transfer to	*Duplicate*

		struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing. The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools.	
2016-05-09 14:57:03	Michelle Wolfe Counselor Oak Hill High School Oak Hill WV	This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage?	*Duplicate of Stacy Carroll.*

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		A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing. The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools. This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community?	
2016-05-09 14:57:39	Alden Wriston Teacher Oak Hill WV	Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too.	*Duplicate of Stacy Carroll.*

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		A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing. - See more at: http://wv.aft.org/news/wv-boe-policies-public-comment#sthash.T3yo5pCj.dpuf		
2016-05-09 14:57:53	Roberta McGuire School Librarian Specialist Oak Hill High School Oak Hill WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability.	*NA/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-09 15:11:24	Debbie Garvin Special Education Teacher Oak Hill High School Oak Hill WV	The point system for the accountability system is not allotted correctly. Student proficiency accounts for a large percentage of the points yet the students are not held accountable. More emphasis should be given to graduation rate and "at risk subgroup reduction".	*A/-*	
2016-05-09 15:12:07	Laura Klein Teacher	It seems nearly impossible to base more than 82% of the entire school scoring system on testing. Considering that 1100 out of a total of 1350 points is based on WVGSA. This makes all of the other things we do to improve our school essentially	*Duplicate.*	The WV General Summative Assessment is a computer adaptive, performance

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	MBHS Meadow Bridge WV	meaningless. From what I have discovered, nearly every state that has adopted this plan has abandoned it.		based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than 8 hours in length; therefore, less than 1% of instructional time.
2016-05-09 15:12:25	Daniel Hodges Science Teacher Fayette County Board of Education Meadow Bridge West	EVERY OTHER STATE WHO HAS ADOPTED SIMILAR SYSTEMS TO THIS ONE HAS ABANDONED THEM. If it does not work elsewhere, why would it work here? In addition, why would this policy automatically skew results and reliability through artificially inflating participant numbers in the tested score if 95% of the student body does not test?	*N/-*	
2016-05-09 15:25:49	Jessica Miller teacher Fayette County Meadow Bridge WV	The number of points given to testing in this system is ridiculous. There are so many more facets to student and school success than just testing. Some students are just not good test takers. There can be situations going on that influence student performance beyond school control, such as home situations. The at risk subgroup qualification is not determined is a fair manner. Students who miss numerous days due to illness, family situations, or surgery should not be considered at risk, which hurts the school. Not all low SES students are at risk either.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-09 15:39:27	Wendy Imperial Assistant Superintendent Harrison County Schools Clarksburg WV	According to the draft policy it clearly states the the state will use multiple measures to determine school performance. Mu concern is that the multiple measures actually come from the one summative assessment. According to calculations, 92% of middle and elementary scores and 80% of high school scores will be on this one assessment. A variety of research-based tools are used by schools for progress monitoring and benchmarking and should be considered rather than just one assessment.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed

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				metrics have been adjusted to better reflect the multiple measures.
2016-05-09 16:02:43	Michael Knopp Ripley Elementary Ripley WV	5.2.a states that a-f is based on "multiple measures that include both student proficiency, student growth, and student success indicators." Based upon 5.2.b.1 the states that WVAS proficiency is based on the state summative general and alternate assessments. 5.2.b.2, 5.2.b.3, and 5.2.b.4 do not specify where student achievement will be measured. Our school and county administrators are being told that all student achievement will be based on the Smarter Balance test. This means that it will NOT be measured by multiple means. There will be one measure and one only. This is a grave disservice to our students, communities, and already demoralized education professionals. Assessments should come from measures that teachers use to actually measure student achievement such as the STAR test.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-09 23:08:48	Tim Mullens Teacher OHHS Oak Hill WV	5.2.d states that the WVBE will "establish cut scores for the school grade designations and will review them annually and revise them as necessary". Count officials are being told that these cut scores will change yearly giving educators an impossible task of hitting a moving target while blindfolded. I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I	*Duplicate*	

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		can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.		
2016-05-11 08:10:56	Amanda Harman teacher Rosedale Elementary Oak Hill West	There are multiple measures listed, but the policy is not specific regarding the weight of each measure. Having examined a proposed table of the WVAS system measures, it appears that the summative assessment carries an inordinate weight in respect to the other measures. The WVAS metrics should be clearly defined in policy. What is the criteria for calculating participation rat? All stakeholders should be informed as to the impact on participation rate on the school's proficiency rates. If a school's participation rate impacts their overall grade, then a statement should accompany the grade indicating how the participation rate effected the overall grade.	*A/-*	Points assigned to each metric are provided in policy. The calculations and details will be provided in guidance document.
2016-05-11 09:59:31	Amy Brown Teacher Librarian Madison Middle School Madison WV We	5.2.b.5 Given the rightful emphasis placed on graduation rates, the points earned by schools for their graduation rates are far too low and should comprise a greater percentage of the points toward the assignment of an A-F grade to a school. Â· 5.2.b.6 and 5.2.b.7 The factors considered to measure college and career readiness should be expanded to include other nationally recognized measures such as student grade point averages. Â· 5.2.b.8 There are additional nationally normed assessment instruments used in schools throughout the state that should be used with the Smarter Balanced Assessment to determine percentage of third grade students that are reading at grade level. Â· 5.2.b.9 There are additional nationally normed assessment instruments used in schools throughout the state that should be used with the Smarter Balanced Assessment to determine percentage of eighth grade students that are proficient in mathematics. Â· 5.2.b.11 Given the paramount importance of attendance to student achievement,	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.

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		the point values allocated to this factor are too low and should comprise a greater percentage of the overall calculation in the A-F grading system.		
2016-05-11 10:08:44	Shane Griffith Principal Van Jr Sr High School Van WV	5.2.b.5 As a principal I believe that graduation is the defining moment and rightfully so. It is the culmination of every students' journey as it opens the doors to a vast number of opportunities through college and/or career paths. In stating such I believe that the point value of graduation should be increased to provide the fair credit this achievement deserves in evaluating the school system. I also believe that attendance should be given a higher point value when determining the overall grade received. Attending, participating and simply being present often times determine our success and failures so this element should have a greater significance placed upon it. Measuring college and career readiness is not an exact science so it requires multiple measures to calculate a true reflection. Establishing a system that implements multiple measures and distributes the weighted significance of each is necessary to ensure the label being earned truly reflects the school. I believe that the A-F designation for schools is unfair. Yes, the general public understands letter grades; however, the intricacies of the criteria that schools must meet are far above the heads of laymen. Even those in education careers must study them carefully.	*A/-*	
2016-05-11 11:49:56	Susan Kincaid Curriculum Specialist Fayette County Board of Education Montgomery West	If a school should be rated D or F, what people are going to understand is that a D or F is a bad grade so therefore, the school is bad. What about the good hardworking students and staff as the school? They are then designated as bad and looked down on by the community. Destroying the morale of a school by pitting the public against it is not going to move people to improvement.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-11 13:41:55	John Hudson Superintendent Boone County Schools Madison wv	â€¢ 5.2.b.5 Given the rightful emphasis placed on graduation rates, the points earned by schools for their graduation rates are far too low and should comprise a greater percentage of the points toward the assignment of an A-F grade to a school. â€¢ 5.2.b.6 and 5.2.b.7 The factors considered to measure college and career readiness should be expanded to include other nationally recognized measures such as student grade point averages.	*NA/*	

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		â€¢ 5.2.b.8 There are additional nationally normed assessment instruments used in schools throughout the state that should be used with the Smarter Balanced Assessment to determine percentage of third grade students that are reading at grade level. â€¢ 5.2.b.9 There are additional nationally normed assessment instruments used in schools throughout the state that should be used with the Smarter Balanced Assessment to determine percentage of eighth grade students that are proficient in mathematics. â€¢ 5.2.b.11 Given the paramount importance of attendance to student achievement, the point values allocated to this factor are too low and should comprise a greater percentage of the overall calculation in the A-F grading system. 5.2.a.2 Although the policy intent is for multiple measures to determine a clear means to define student performance only one â€œassessmentâ€ measure is used in the middle school. The general summative test is weighted so heavily: all but 100 of the 1200 points are accounted for the GSA. This weighting system is not defined in policy and places a tremendous weight on one single measure. How does this represent multiple measures? The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in the policy. Will this include the students who are not present for a full academic year? Will this be a percent reduction? What is the measure for this piece? Attendance percent is not defined-one would assume 95% or higher? Why would the policy not clearly define and spell out the percentage? 5.2.a.3 Although the policy intent is for multiple measures to determine a clear means to define student performance the general summative test is weighted to all but 250 points of this measure. This weighting system is not specifically defined in policy and places a tremendous weight on one single measure. Why not include the ACT as another measure? Why only emphasize the GSA when the primary goal in high school is for other factors which are only weighted with 250 points (graduation rates, college		
2016-05-11 14:20:08	Anna Kincaid-Cline Director of Curriculum FCBOE Fayetteville WV		*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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		and career ready indicators) The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in policy. Will this include the students who are not present for a full academic year? Will this be a percent reduction? What is the measure for this piece? Will the discipline side of this three part at risk reduction be a referral reduction or a suspension reduction? Will the grade component be comparing one semester to another or will it be based on 9 weeks grades? 6 weeks grades? Would any thought be given to collection of credits in high schools as opposed to course grades? Attendance percent is not defined-one would assume 95% or higher? Why would the policy not clearly define and spell out the percentage? The policy is unclear regarding the college-ready indicators. Will the results be reported by the number of students in AP/IB/dual credit courses or will the percent proficient on AP exams be the indicator? AP course are not free to students and they require a significant financial burden to each county for training teachers in the summer and the fall to teach AP courses. How can college dual credit be considered a measure when this particular measure is not part of a free and public education but rather only available to those that can afford to pay for college classes? Clarity is needed for this part of policy. Typo on section 5.2.b.9 related to middle schools and 3rd grade reading rate reduction should say math.		
2016-05-11 14:35:12	Tim Payton Principal Oak Hill High School Oak Hill WV	Policy 2320 updates: SECTIONS 126-13-5 West Virginia Accountability System (WVAS) 5.2.a.2 Although the policy intent is for multiple measures to determine a clear means to define student performance only one â€œassessmentâ€ measure is used in the middle school. The general summative test is weighted so heavily: all but 100 of the 1200 points are accounted for the GSA. This weighting system is not defined in policy and places a tremendous weight on one single measure. How does this represent multiple measures? The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in the policy. Will this include the students who are not present for a full academic year? Will this be a percent reduction? What is the	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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2016-05-11 15:16:07	Richard Petitt Ansted WV	5.2.a.2 Although the policy intent is for multiple measures to determine a clear means to define student performance only one â€œassessmentâ€ measure is used in the middle school. The general summative test is weighted so heavily: all but 100 of the 1200 points are accounted for the GSA. This weighting system is not defined in policy	*Duplicate*	

and places a tremendous weight on one single measure. How does this represent multiple measures?
The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in the policy. Will this include the students who are not present for a full academic year? Will this be a percent reduction? What is the measure for this piece?
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		rather only available to those that can afford to pay for college classes? Clarity is needed for this part of policy.		
2016-05-11 20:48:35	Regan Student Sissonville WV	As a student, I would like to stress how unfair the WVAS to the school systems. I am, by all measurements, a "good student." I have good attendance, I'm involved in numerous extracurriculars, and I'm even my class's valedictorian. I can attest that many students, myself included, don't take Smarter Balance very seriously. Last year, I spent a grand total of 8 minutes on the essay section. Smarter Balance is not an accurate way to gauge a school's success. It's unfair to punish the schools and teachers for poor Smarter Balance test scores when the students aren't even trying their best. More emphasis should be placed on more accurate methods of evaluation, such as attendance, graduation rate, ACT scores, grades, and college/career readiness.	*N/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-12 07:39:22	Craig Lee Loy Principal Fayette County Schools Smithers WV	SECTIONS 126-13-5 West Virginia Accountability System (WVAS) 5.2.a.2 Although the policy intent is for multiple measures to determine a clear means to define student performance only one â€œassessmentâ€ measure is used in the middle school. The general summative test is weighted so heavily: all but 100 of the 1200 points are accounted for the GSA. This weighting system is not defined in policy and places a tremendous weight on one single measure. How does this represent multiple measures? The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in the policy. Will this include the students who are not present for a full academic year? Will this be a percent reduction? What is the measure for this piece?	*Duplicate*	

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		Attendance percent is not defined-one would assume 95% or higher? Why would the policy not clearly define and spell out the percentage? 5.2.a.3 Although the policy intent is for multiple measures to determine a clear means to define student performance the general summative test is weighted to all but 250 points of this measure. This weighting system is not specifically defined in policy and places a tremendous weight on one single measure. Why not include the ACT as another measure? Why only emphasize the GSA when the primary goal in high school is for other factors which are only weighted with 250 points (graduation rates, college and career ready indicators) The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in policy. Will this include the students who are not present for a full academic year? Will this be a percent reduction? What is the measure for this piece? Will the discipline side of this three part at risk reduction be a referral reduction or a suspension reduction? Will the grade component be comparing one semester to another or will it be based on 9 weeks grades? 6 weeks grades? Would any thought be given to collection of credits in high schools as opposed to course grades? Attendance percent is not defined-one would assume 95% or higher? Why would the policy not clearly define and spell out the percentage? The policy is unclear regarding the college-ready indicators. Will the results be reported by the number of students in AP/IB/dual credit courses or will the percent proficient on AP exams be the indicator? AP course are not free to students and they require a significant financial burden to each county for training teachers in the summer and the fall to teach AP courses. How can college dual credit be considered a measure when this particular measure is not part of a free and public education but rather only available to those that can afford to pay for college classes? Clarity is needed for this part of policy.		
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high	*Duplicate*	Comment not directly related to policy or too general of a comment to consider a policy change.

		schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-12 10:24:57	Kamela Walker Secretary FCBOE Meadow Bridge Elementary Meadow Bridge WV	The measures listed need to have a specific weight for each measure. If a school's participation rate impacts their overall grade, then a statement should accompany the grade indicating how the participation rate effected the overall grade.	*A/-*	Further guidance will be provided on calculation of metrics once point structures have been adopted.
2016-05-12 22:48:49	Sharon Norman Attendance Director Wyoming County Pineville WV	(5.2.b.11) Schools should not be held accountable when a student is absent due to a valid reason. Some examples are as follows: **We do not want sick kids in school spreading germs and making other kids (and staff) sick, ** we want to keep our students healthy so itâ€™s important they keep medical appointments, ** a student	*NA/-*	Attendance in school is an essential component of student success both academically and socially.

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		might hospitalized, ** a students is absent due to a death of a parent, etc., **many times CPS has taken custody of a students and itâ€™s a few days before they get them enrolled in another school. We have no control over any of these reasons for absences and should not be held accountable. Excused absences should be considered an allowable deduction. Also, Policy 2320 (5.2.b.11) and Policy 4110 (4.2) are identical except Policy 4110 states â€œstudents not in attendance due to disciplinary measuresâ€ will be an allowable deduction, but Policy 2320 does not include this. Principals need to maintain control of their school; therefore, suspensions should not be counted against the school when calculating the attendance rate and should be an allowable deduction. What is the attendance rate a school has to meet in order to earn the 50 points (or 4%)? Two areas that the WVAS is lacking in its current form is the lack of consideration for		The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-12 22:55:02	Matt Riggs Principal WV	schools that have high poverty levels and high levels of special education students. Research exists that shows the additional challenges that exist for schools that work with high levels of students coming from poverty and that is something that should be considered. Yes, all students can learn but it is unfair to punish schools so harshly for not being able to have students demonstrate mastery levels on the Smarter Balanced Assessment when a number of students are already levels behind upon entering a school. Again, this is especially pertinent to schools with high levels of students with low socio-economic status and special education students.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-12 23:08:03	Sharon Norman Attendance Director Wyoming County Pineville WV	(5.2.b.5) Any student who graduates should be considered in the graduation rate. Some students face many challenges in their life and may not graduate in 4 years. Our goal should be to help these students succeed even if it takes 5 years. The 5-year adjusted cohort graduation should remain as part of the accountability system.	*NA/-*	
2016-05-13 09:25:11	Randy Adkins Assistant Superintendent of Curriculum & Instructi Raleigh County Schools Beckley WV	5.2 Grading a school based on multiple facets of one assessment misrepresents the tenets of multiple measures. When determining a disability/disease a physician or psychologist is required to consider multiple measures that converge to validate a diagnosis. We should hold ourselves to no lower of a standard. Ninety-six percent of the elementary and middle school grade is connected, in some fashion, to one test score. While multiple measures are being used, 96% are tied to ONE test. The percentage for high school is eighty-four percent. Students are more	*A/-*	

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		than ONE test. The multiple measures could include not only performance/growth on THE test but also performance based upon the seven high quality standards. 5.2.b.6 Given that students must take a college entrance exam as part of applying for college, students who score a specified composite on the ACT or SAT should be included in the number of students who are college and/or career ready. 5.2.b.8 and 5.2.b.8 The 3rd grade reduction (reading) and 8th grade reduction (math) should be based on the same cohort of students as opposed to two different sets of 3rd grade and 8th grade students. 5.2.b.9 refers to below standard 8th grade mathematics rate but states that middle schools may earn up to 100 points for below standard 3rd grade reading rate reduction 5.2.d The A-F Accreditation system cannot be based on a bell curve unless we have an expectation of failing schools. On the other end of the bell curve, high achieving schools could be rated lower to keep too many schools from receiving an A designation. Other issues with the lack of detail and clarity in this system is that the specific criteria that will be used by the WVBE to establish and then revise cut scores has not been provided. Furthermore, the policy states the maximum number of points a school may earn in a measure but not how the points will be calculated. A simple letter grade of A-F does not reflect a schoolâ€™s performance. Each category --- Overall Student Proficiency, Growth, Attendance, College- and Career-Ready --- should be given a sub-grade and then an overall grade should be issued. The sub-grade would give schools and districts better information to communicate to parents. Also, instead of an overall grade, the sub-grades could be averaged and a GPA assigned. The schoolâ€™s A-F Accreditation score should be accompanied by a rubric to assist the district and parents in knowing how each of the â€œmultiple measuresâ€ was weighted to aggregate to the selected score.		
2016-05-13 09:28:12	Timothy Smith Teacher	The A-F Accreditation system will yield the same result as it did for Maine. They found schools were actually graded on demographics as poorer school always performed lower. Of schools that received Fâ€™s, 61% were poverty schools.	*N/-*	Comment not directly related to policy or too

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	Raleigh County Schools Shady Spring WV			general of a comment to consider a policy change.
2016-05-13 10:12:58	Russelle DeVito Principal North Marion High School Farmington West	The state uses Smarter Balance test scores as the dominant measure across all programmatic levels. This is counter to national trends. Data from the 50 states indicate that Smarter Balance and PAARC tests are being used more at the 3-8 level, while the SAT/ACT is being used in high schools for federal accountability	*Duplicate*	The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than 8 hours in length; therefore, less than 1% of instructional time.
2016-05-13 15:06:33	Tammy Thompson Teacher Oak Hill WV	It is unfair to rate schools based on factors such as accelerated growth of the lower 25%, attendance and one time test scores. Placing accountability of the entire school on the shoulders of the most vulnerable population is unfair to students, parents and educators. Additionally, teachers have very little, if any, control over student attendance. The policy lacks measures for student and parent accountability. The accountability system in its current form has the potential to be demoralizing for schools, teachers and students. It is risky to assume that being publically ranked as F will encourage a school to improve. It is possible this accountability system will only weaken morale at already struggling schools.	*NA/-*	
2016-05-14 20:21:13	Timothy Haynie Teacher Fayetteville wv	This system does not incentivize strong teachers or administrators to transfer to struggling schools. Nor does it incentivize new teachers to apply for positions at low ranking schools. Furthermore, how will a low ranking school garner support from parents and the community? Schools in high poverty areas may have a larger at risk subgroup. Will these schools be provided with additional resources or support to minimize the percent of students	*Duplicate*	

		identified as at risk? If not, arenâ€™t these schools at a disadvantage? A portion of students on the five year graduation plan are students with special needs. By eliminating this option, a school with a high special education population has the potential to be negatively impacted. Student accountability is a glaring omission. It is unfair to hold teachers and schools accountable for student performance when students are not held accountable for their own performance. Students need skin in the game too. A high percentage of the measures are driven by Smarter Balance. Many students do not take the test seriously and many educators do not have confidence in the test. Considering those factors as well as this being only the second year WV is using Smarter Balanced, it would be prudent to wait on implementing an accountability piece tied to this particular testing. - See more at: http://wv.aft.org/news/wv-boe-policies-public-comment#sthash.b6Gy0Hu8.dpuf		
2016-05-15 19:10:56	James Marple Teacher Tucker County Schools Parsons WV	This appears to be near totally dependent on standardized testing of the very thinly disguised Common Core standards. What good are "multiple measures" if they all depend on the same test?	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 08:42:29	Deirdre Cline Assistant Superintendent Wyoming County Board of Education Pineville WV	5.2.b.2 and 5.2.b.3 The methods of calculation need to be provided so there can be clear understanding of how these points are determined. 5.2.b.4 The method of calculation for the lowest 25% needs to be provided and explained.	*N/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts

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		5.2.b.8-9 The proficiency percentage in reading and math should be determined by using all grade levels rather than just third and eighth grades. 5.2.b.11 Allowances for excused absences should be as previously allowed. The number of points earned for attendance needs to be 100.		and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 08:58:26	Deirdre Cline Assistant Superintendent Wyoming County Board of Education Pineville WV	Out of school suspensions should not be counted against a school when calculating the attendance rate and should be an allowable deduction.	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-05-16 09:25:38	Heather Nutter-Gill Principal Gauley River Elementary Craigsville West	This policy does little to ensure a true accountability system. Any system that grades on the old "bell curve" would be considered out dated and unreliable in schools, yet our legislature is wanting to put it in place as a means of grading schools. This is out of touch with everything going on in WV school systems today. There should never be a system that guarantees that only a limited number of schools can be looked at as great schools and a limited number of schools would be looked at as failing even if they truly aren just because of an out dated system that should never be implemented in the first place. This will be a difficult system for parents and the community to understand. The bell curve will be extremely hard to explain to those outside of education. Many good schools will be looked at as inadequate for reasons completely outside of their control. Furthermore, how can schools fairly be judged on a test that the legislature has done absolutely nothing but criticize. This test has only been given for two years, and we never know from year to year if it is going to be given the next. Schools are at an extreme disadvantage right now because of questions that keep lingering in the legislature. There is no way this system could be fair to our schools right now in any shape or form.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-05-16 10:01:07	Bronlynn Morlan Principal Birch River Elementary Birch River WV	As, you can see from the numbers, 83.33% of the school designation will be based solely on the results of the WV State Summative Assessment. In addition, the ratings will be assigned on a "Bell Curve", ensuring that very few schools will be awarded an "A," and most school will receive a rating of C." I am a firm believer that in a standards based system standards should be set and all schools that achieve the highest standard should receive an "A." I believe that an A-F Accountability System will be damaging to schools and have an extremely negative affect on education in West Virginia.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-16 11:47:30	Leatha G Williams Superintendent of Schools Wetzel County Schools New Martinsville WV	5.2.b.8 â€“ More clarification is needed in this area, three questions to consider are: Is this measuring growth or improvement from the 3rd grade cohort to 4th grade? Or, is it measuring an outright reduction in the number of 3rd graders not proficient on the 3rd grade WVGSA annually? Or, is it a combination of both?	*A/-*	This information will be provided in guidance from WVDE and OEPA
2016-05-16 11:59:37	Gretchen Frankenberry Director of Partnerships and Advocacy The Education Alliance Charleston WV	We recommend the following fundamental principles be infused in the revised accountability system: 1. Ensure meaningful, timely, accurate and actionable reporting process of school grades. Reports should be: â€¢ Meaningful - clearly communicate the school grade as well as the components which make up the grade (why the school received the grade) â€¢ Timely â€“ The goal of a "Just in Time" data system should be to provide reports as close to the conclusion of testing as possible and within the same school year. This may not be possible in Year 1 of the new reporting. But we strongly urge the WVBE to set aggressive timelines for improving the timeliness of reports. This will ensure families, community members and business leaders receive information about their schoolsâ€™ progress within a window that enables them to engage appropriately. â€¢ Accurate - Ensure data is accurate through multiple levels of quality control. Consider using external contractors to re-analyze data systems for accuracy. â€¢ Actionable â€“ Each report should enable stakeholder ownership of school performance and provide additional information, including strategies that help students, parents, community members engage with the school in specific improvement efforts.	*A/+*	

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2. Continue to monitor the metrics of the new system to ensure multiple measures of student learning that are objective and focus on outcomes, and a balance of student proficiency and growth measures.

3. Under ESSA, states are now required to include measures of â€œStudent Successâ€ in accountability systems. We encourage the board to utilize measures within the new system that support a school climate of meaningful, engaged student learning that: discourages â€œteaching to the test,â€ rewards personalized, deeper learning and values a community-based approach to improvement.

4. Continue to engage students, families, businesses, communities in rallying support to focus attention on the learning growth of their students with specific, intensive support given to the lowest performing students, irrespective of race, ethnicity, or socioeconomic status.

2016-05-16 12:05:35	Dr. Helen M. Hazi Professor West Virginia University Morgantown WV	Accountability Transparency A state school accountability system that requires a 12 page document of Business Rules is not a system that can be easily explained to teachers, parents and students. The two most straight forward and easy-to-understand-and-explain measures of the proposed Accountability system are: 1) The College/Career Ready indicator and 2) the Graduation Rates. These two measures: involve multi-year data, allow multiple options for scoring, are open and changeable, seem fair, and seem to promote the goals for which they were intended---increasing student in-school performance and graduation rates. Other measures have embedded decisions that are not transparent. Business rules focus on their calculation rather than on the goals to be accomplished. For example, even the seemingly simple Attendance measureâ€™s FAY requirement fails to address why 135 day rule was selected. Measures Testing: The state uses Smarter Balance test scores as the dominant measure across all programmatic levels. This is counter to national trends. Data from the 50 states	*N/-*

indicate that Smarter Balance and PAARC tests are being used more at the 3-8 level, while the SAT/ACT is being used in high schools for federal accountability (http://blogs.edweek.org/edweek/curriculum/2016/03/state_tests_edweeks_chart_of_2015_2016_plans.html?cmp=eml-enl-cco-news2)

Other Variables: In addition to attendance, two other variables should at least be considered in calculating a schoolâ€™s score: lowâ€“SES and learning disability status. These could be addressed (rewarded) in the gains made in Observed Growth and Accelerated Growth in Reading and Mathematics.

The Accelerated Growth score is an unrealistic measure for the lowest 25% in schools with low-SES and a high number of students with learning disabilities. Low-performing schools will automatically lose 200 points due to the floor effect. This category need not be limited to the lowest 25%.

Nationwide
States are moving away from a single number to rate schools. States are attempting to better balance systems of support and accountability and towards measures that are helpful to improve as well as comply with the requirements of the Every Student Succeeds Act (ESSA). A recent report recommends broader indicators beyond just test scores (https: //learningpolicyinstitute.org/our-work/publications-resources/pathways-new-accountability-every-student-succeeds-act/) and on dashboards.

The dashboard is a more transparent (and less demeaning) option to the report card. Like a carâ€™s dashboard it displays â€œdata to be accessed in a timely way to guide actionâ€ and measures over time to show changes; and provides â€œactionable dataâ€ to better inform school improvement, and a â€œmore nuanced picture of school performanceâ€ (p.20 of the Darling-Hammond et al. report https://learningpolicyinstitute.org/our-work/publications-resources/pathways-new-accountability-every-student-succeeds-act/). A Council of Chief State School Officers (CCSSO) webinar just occurred on this topic and can be reviewed (http://www.ccsso.org/Resources/Programs/Multiple_Measures_Dashboard_Series.html West Virginia is a member of the Innovation Lab Network with access to resources about dashboard). A comprehensive print explanation of dashboards is also

		available (http://all4ed.org/reports-factsheets/datadashboards/). West Virginiaâ€™s Accountability model does not appear to be yet moving towards future ESSA requirements. However, the two multi-year, multi-option measures of College/Career Ready indicator and Graduation Rates previously mentioned appear to be more in line to this new thinking.		
2016-05-16 12:34:44	Bonnie Henthorn parent Middlebourne WV	It has been well-established nationwide that the SBAC test is inherently flawed. From the questionable technology which isnâ€™t up to par, to the fact that it isnâ€™t a valid test of achievement, it should not be used by itself as the sole indicator of student achievement. Even the SBACâ€™s original documentation from their website indicates that these tests should only be used as a â€œpartâ€ of assessing student achievement and it also mentioned that such tests should â€œnotâ€ be used for accountability purposes. Way too much weight is being given for one single test given at the end of the year. The kids are fatigued and there is so much pressure on the children, the school and the teachers, that administration of the test is in no way representative of a normal testing environment wherein you can expect good results from anyone involved. This is flawed in that: - The test itself is a computer adaptive test. As such, two students sitting side by side in the same grade are given different questions based on their answers to the previous question. There is no way to compare two children who do not answer the same questions. Some kids have easier questions, some have hard questions. It is simply not an apples-to-apples comparison. - The validity of the SBAC test has been questioned over and over again and has been proven to be invalid. So much so that most of the states who originally signed on have now bailed in embarrassment. Yet, here is WV â€“ marching full steam ahead against the suggestions of pretty much everyone involved in education in WV except the State Board and State Superintendent. - Teachers in the system are not able to see the kind of information that allows them to guide instruction, which was supposed to be one of the benefits of standardized testing in the first place. - Teachers and parents arenâ€™t allowed access to information about the test after it has been administered. If no one can see the actual questions, how can you even verify whether it has been graded properly? Doing research about the validity of the tests and the grading mechanism used, along with the way that cut scores can be manipulated one way or the other, makes everyone pause to consider it anything but	*N/-*	The WV General Summative Assessment is a computer adaptive, performance based assessment that requires students to complete real-world scenarios which use higher order thinking skills as opposed to multiple choice questions. The test is less than 8 hours in length; therefore, less than 1% of instructional time.

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		a complete sham. If the scores can be manipulated, a test is worthless. - A personal example: My son (although no longer in public school) took the SBAC test last year. When he had completed his one test, the system kept telling him that he had 6 out of 30 questions incomplete. So he returned through the platform twice trying to find the unanswered questions and he had completed all the questions. He told the test administrator and she said that there was nothing that could be done, to click to complete and exit the test. Therefore, if he had not even completed 6 out of 30 questions, how could he have passed that assessment ? (as he did based on his results). During the rest of class, several students in his class were having varying degrees of the same problem, all of which had to just click to submit the test without resolution. A testing platform that cannot be independently verified should NOT be used for any type of accountability purposes. Transparency A state school accountability system that requires a 12 page document of Business Rules is not a system that can be easily explained to teachers, parents and students. The two most straight forward and easy-to-understand-and-explain measures of the proposed Accountability system are: 1) The College/Career Ready indicator and 2) the Graduation Rates. These two measures: involve multi-year data, allow multiple options for scoring, are open and changeable, seem fair, and seem to promote the goals for which they were intended--- increasing student in-school performance and graduation rates. Other measures have embedded decisions that are not transparent. Business rules focus on their calculation rather than on the goals to be accomplished. For example, even the seemingly simple Attendance measureâ€™s FAY requirement fails to address why 135 day rule was selected. Testing The state uses Smarter Balance test scores as the dominant measure across all programmatic levels. This is counter to national trends. Data from the 50 states indicate that	
2016-05-16 13:17:57	Tim Payton Principal Oak Hill High School Oak Hill WV		*Duplicate*

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Smarter Balance
and PAARC tests are being used more at the 3-8 level, while the SAT/ACT is being
used in high
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States are moving away from a single number to rate schools. States are attempting
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1http://blogs.edweek.org/edweek/curriculum/2016/03/state_tests_edweeks_chart_
of_2015_
2016_plans.html?cmp=eml-enl-cco-news2
2 https://learningpolicyinstitute.org/our-work/publications-resources/pathways-
newaccountability-
every-student-succeeds-act/
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comprehensive print explanation of dashboards is also available.5
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		thinking. 3 p.20 of the Darling-Hammond et al. report https://learningpolicyinstitute.org/ourwork/ publications-resources/pathways-new-accountability-every-student-succeeds-act/ 4 http://www.ccsso.org/Resources/Programs/Multiple_Measures_Dashboard_Series.html West Virginia is a member of the Innovation Lab Network with access to resources about dashboard. 5 http://all4ed.org/reports-factsheets/datadashboards/		
2016-05-16 13:27:28	Allen Sexton Director of Special Education Raleigh County Schools Beckley WV	The A-F Accreditation system will yield the same result as it did for Maine. They found schools were actually graded on demographics as poorer school always performed lower. Of schools that received Fâ€™s, 61% were poverty schools.	*N/-*	
2016-05-16 13:42:35	Shawn L Dilly Superintendent Mineral County Schools Keyser WEST	The proposed accountability system discusses the value of multiple measures yet the essential premise is based on multiple calculations for one assessment. This is not multiple measures. Now some additional proposed ideas have been made to WVBE and they have been ignored. The high schoolsâ€™ calculation has moved in the right direction with graduation rate, attendance, college and career measures, but the calculation remains predominately on one assessment (which has changed multiple time in the past few years). The assessment should play less weight in the overall calculation, especially for elementary and middle schools. 6.1.c. discusses the identification and reporting of school and classroom conditions impacting student learning and well-being. This policy then needs to be reported for failing to comply with this mandate as it only increases the accountability pressure on schools and classrooms. I could fill the entire state board room with research on the negative effects on schools and student achievement through accountability pressure and high-stakes testing. Perhaps developing policies that build on the knowledge and understanding that over a hundred years of research have provided would finally impact leaning in schools in WV positively. This policy is another step in the wrong direction for WV schools.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.

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2016-05-16 14:39:46	Jason Marling Assistant Princpal Marshall County Schools Glen Dale WV	What is the breakdown in terms of % of each of these: proficiency rates, observed growth, adequate growth, accelerated performance of the lowest performing students, college readiness, career readiness, attendance, at-risk, and graduation rate? Placing an inordinate amount of a schools grade on the state assessment is a failure in policy. If Im at a WV college or university and high schools are told their score for having students college ready is only 50 points, Im going to have a real problem with that number. College and career ready should make up 80% of a schools score. The state has it reversed. 5.2.a â€“ â€œMultiple measuresâ€ from the same source is an incomplete representation of student proficiency, growth, and success. Utilize an additional source, rather than just the WV Summative Assessment.	*NA/-*
2016-05-16 15:00:33	David Decker Principal Salem Elementary Salem wv	5.2.b.2 â€“ Different standards are assessed from year to year. Consider a pre-test in the first quarter and a post test in the last quarter for a better representation of â€œObserved Growthâ€ . 5.2.b.3 â€“ Based upon observed growth which is not the most reliable collection of growth data. 5.2.b.8 - Define â€œbelow standard 3rd grade readingâ€ and utilize multiple sources for reading level. Will it be based on Lexile level? 5.2.d â€“ Transparency is needed. The WVAS metrics should be publicly posted prior to the academic school year. The WVBE should be accountable to provide this information and all student achievement data prior to the academic school year and no later that August 1st.	*Duplicate*
2016-05-16 15:12:34	carolyn hill teacher harrison county	Elementary schools are filled with children. To base school performance on hours long tests in front of a computer screen is absurd. Does anyone realize that eight, nine, and ten year old children sit for periods of three hours a day in silence, over five or more days, composing answers for multi-step questions based on several sources?	*N/-*

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	schools clarksburg wv	Has anyone looked at the WVSA test? Schools have many other high quality achievement measures. Use those also.		
2016-05-16 15:16:39	Teresa Morris Principal Zela Elementary Summersville WV	I believe that we should be accountable but I would never base it on one test. Please consider, should we use one test to evaluate a child? The public looks at the A-F accountability as a 10 point system and this policy is nothing like a 10 point grading scale. This should not be the way we label public schools. The public must be able to understand how the schools are doing but this also leads to misconceptions.	*N/-*	
2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	Every stakeholders group in West Virginia has spent numerous hours researching and presenting suggestions to the WVBOE based on this research and these suggestions have fallen on deaf ears. The Graduation Rate should be a factor at all grade levels. Every assessment given should be accounted for in the grade. 83% of the grade that is assigned is based on the West Virginia General Summative Assessment - a snapshot of four days in a 180 day school year. Given a state that currently has over 600 teaching vacancies and substitute positions being filled by retirees, this accountability system does nothing but to further demoralize the profession.	*N/-*	
2016-05-16 15:35:39	Cortney Waltpn Teacher Summersville WV	I do not think it is fair to judge students on one test. There are other factors to think about. Teachers evaluate students all day everyday. One test is not going to show full knowledge. I teach first grade. I do not think it is fair that my evaluation is based on a test score when I am not teaching those grades.	*N/-*	
2016-05-16 15:56:50	Lee Jones Principal Fayette Oak Hill WV	* There are multiple measures listed, but the policy is not specific regarding the weight of each measure. Having examined a proposed table of the WVAS system measures, it appears that the summative assessment carries an inordinate weight in respect to the other measures. * The WVAS metrics should be clearly defined in policy. * What is the criteria for calculating participation rate and how does that affect proficiency calculations? * If participation rate calculations have an impact on the schools proficiency rates, then all stakeholders should be informed as to what extent participation rate	*A/-*	The additional information will be provided in guidance documents.

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		impacted the schoolâ€™s proficiency levels. * If a schoolâ€™s participation rate impacts their overall grade, then a statement should accompany the grade indicating how the participation rate effected the overall grade. It also states multiple measures but 83% is based on standardized test scores of students.		
2016-05-16 08:15	Doug Lambert Pendelton County	**5.2.b.11** – Attendance – with the proposed changes in Policy 4110, parents will have almost free reign to write notes for their child when missing school, with no consequences. As we all know, you can't educate children if they aren't present. There must be consequences…unfortunately, with the policy written, many will be absent and the unintended result will again be no accountability on the student with all the responsibility on the school system. Again, we accept that fact but give us the tools to enforce fairly and consistently.	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
		§126-13-6 School Accreditation		
2016-04-18 12:47:29	Wendy Keeney Music Teacher Park Middle School Beckley WV	Giving SCHOOLS a grade based on test scores is deplorable. How can schools in low income, inner city areas be expected to compete with affluent suburban schools? How can the children of coal miners in the southern half of the state be expected to compete with the children of professors at WVU? Shouldn't we, as educators, be more concerned with the progress that we make in educating children that an imaginary 'number' on a test being used to decide if actual learning has occurred? Shouldn't we be more concerned with helping raise a generation of productive, employable members of society that whether they can give rote answers to yet ANOTHER test? When did it become passÃ©' to teach children how to THINK and how to enjoy the WONDER of learning?	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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2016-04-25 10:32:33	Natalie Laliberty Principal KCS South Charleston wv	Just how will the OPEA findings become part of the overall grade or will it be insignificant. The Policy mentions "So serious or so adverse" in the OEPA findings, what is the definition of so serious or so adverse. How will this calculate into a grade rating?	*N/-*	OEPA will not be part of the overall grade.
2016-04-25 11:33:14	Michael A Hince Marshall County Schools Moundsville WV	When the OEPA comes into a district to assess the schools and school system, what will be the determining factors - the practices within the school system or simply the results of the standardized tests? What happens when the two do not match up? and it will happen. When "best" practices are being used and the scores are not following, what will the rating be? Will the test score determine the rating or will the school-wide practices influence the letter grade? If the schools are implementing the practices that the state department and the OEPA recognize as "best practices," then who should receive the low letter grade the school or the state department and OEPA?	*N/-*	
2016-05-05 20:52:52	Timothy M. Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*	

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2016-05-05 20:53:40	Timothy M. Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-05 20:56:59	Timothy M. Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I	*Duplicate*

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2016-05-05 21:01:35	Mary Igo Administrator New River Community and Technical College Summersville WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate.*
2016-05-05 21:02:33	Timothy M. Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-05 21:03:45	Lorena Perrine Retiree Senior Citizen Summersville WV	kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate.*
2016-05-05 21:04:42	Timothy M. Mullens Concerned Citizen	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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	Community Member Summersville WV	schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	
2016-05-05 21:05:34	Timothy Mullens Teacher Oak Hill High School Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy?	*Duplicate*

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2016-05-05 21:06:11	Tim Mullens Teacher OHHS Oak Hill WV	How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort. I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-05 21:06:49	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the	*Duplicate*

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2016-05-05 21:07:21	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-05 21:08:03	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia	*Duplicate*

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2016-05-05 21:08:45	Tim Mullens Teacher OHHS Oak Hill WV		*Duplicate*

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2016-05-05 21:09:22	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-05 21:09:54	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I	*Duplicate*

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2016-05-05 21:10:21	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-05 21:10:56	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-05 21:11:27	Tim Mullens Teacher OHHS Oak Hill WV	kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-05 21:12:00	Tim Mullens Teacher	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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2016-05-05 21:12:35	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy?	*Duplicate*

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2016-05-06 16:18:20	Karen Nance Board Member Cabell County Board of Education Huntington WV	How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort. I believe that an A-F grading system has a demoralizing impact on our teachers and schools that are not totally responsible for student achievement. Teachers do not chose standards or curriculum. They are expected to take someone else's method of teaching and make it work. If it doesn't they get blamed. Thus, I believe, that if you insist on a grading system that the public understands, use the elementary system of "U" unsatisfactory, "S" satisfactory, and "O" outstanding. Also, the State Department of Education should be graded as well as the districts, teachers, and schools. Also, the grades should be based on purely objective data and not subjective evaluations. What should be done is the whole idea of giving the teachers/schools a letter grade be eliminated since NCLB was replaced with the Every Child Succeeds Act. I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	
2016-05-09 14:48:47	Tim Mullens Teacher OHHS Oak Hill WV	How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*

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2016-05-09 14:50:47	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-09 14:51:42	Tim Mullens Parent Community Summersville WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I	*Duplicate*

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2016-05-09 14:53:44	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-09 23:09:53	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-09 23:15:24	Tim Mullens Community Member Community Member Summersville WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-09 23:17:44	Tim Mullens Teacher	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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2016-05-09 23:19:27	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy?	*Duplicate*

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2016-05-09 23:20:29	Tim Mullens Teacher OHHS Oak Hill WV	How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort. I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-09 23:21:33	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the	*Duplicate*

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2016-05-09 23:22:25	Tim Mullens Teacher OHHS Oak Hill WV	West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-09 23:23:24	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia	*Duplicate*

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2016-05-09 23:24:47	Tim Mullens Teacher OHHS Oak Hill WV		*Duplicate*

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2016-05-09 23:26:34	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choices are still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 08:53:16	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they	*Duplicate*

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2016-05-10 08:54:27	Tim Mullens Concerned Parent Community Member Summersville WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 08:55:14	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based	*Duplicate*

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2016-05-10 12:35:38	Tim Mullens Teacher OHHS `Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be	*Duplicate*

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2016-05-10 12:36:24	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 12:41:36	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its	*Duplicate*

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2016-05-10 12:43:53	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy?	*Duplicate*

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2016-05-10 12:44:50	Tim Mullens Teacher OHHS Oak Hill WV	How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort. I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 12:45:54	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes?	*Duplicate*

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2016-05-10 12:47:15	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*

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2016-05-10 12:48:25	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 12:49:44	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that	*Duplicate*

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2016-05-10 12:50:30	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 12:55:40	Tim Mullens Teacher	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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	OHHS Oak Hill WV	schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	
2016-05-10 12:56:15	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that	*Duplicate*

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2016-05-10 12:56:49	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 12:57:24	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia	*Duplicate*

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2016-05-10 12:58:13	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student	*Duplicate*

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2016-05-10 12:58:16	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 12:58:55	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-10 12:59:44	Tim Mullens Teacher OHHS Oak Hill WV	I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*

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2016-05-10 13:00:33	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:01:07	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that	*Duplicate*

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2016-05-10 13:02:21	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:03:04	Tim Mullens Teacher	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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2016-05-10 13:04:17	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that	*Duplicate*

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2016-05-10 13:04:48	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:05:27	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia	*Duplicate*

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2016-05-10 13:06:04	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student	*Duplicate*

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2016-05-10 13:06:38	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:07:12	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-10 13:07:42	Tim Mullens Teacher OHHS Oak Hill WV	I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*

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2016-05-10 13:09:17	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:09:49	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that	*Duplicate*

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2016-05-10 13:10:19	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:10:59	Tim Mullens Teacher	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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	OHHS Oak Hill WV	schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	
2016-05-10 13:11:35	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that	*Duplicate*

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2016-05-10 13:12:09	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:12:41	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia	*Duplicate*

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2016-05-10 13:13:13	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student	*Duplicate*

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2016-05-10 13:13:42	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:14:26	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-10 13:15:03	Tim Mullens Teacher OHHS Oak Hill WV	I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*

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2016-05-10 13:15:33	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:16:04	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that	*Duplicate*

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2016-05-10 13:17:58	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:18:25	Tim Mullens Teacher	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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2016-05-10 13:19:20	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that	*Duplicate*

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2016-05-10 13:20:08	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:20:40	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia	*Duplicate*

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2016-05-10 13:21:16	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student	*Duplicate*

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2016-05-10 13:21:47	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:22:19	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-10 13:22:52	Tim Mullens Teacher OHHS Oak Hill WV	I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*

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2016-05-10 13:23:22	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:23:50	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that	*Duplicate*

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2016-05-10 13:24:30	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:25:03	Tim Mullens Teacher	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of	*Duplicate*

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	OHHS Oak Hill WV	schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.
2016-05-10 13:25:38	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that

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2016-05-10 13:26:15	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
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2016-05-10 13:27:29	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student	*Duplicate*

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		apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	
2016-05-10 13:28:01	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt kids, schools, and communities. Can we learn from ours and others mistakes? Hereâ€™s a great example. West Virginia Schools was made well aware that block scheduling would hurt the then thriving arts programs of West Virginia. California had already abandoned the scheduling for its shortcomings. Your choice of pushing that agenda is still evident every time a marching band of 10 from an AAA High School marches in a parade. Your stakeholders are sad because they remember what they had and they donâ€™t know what happened. I can never forgive our state for that decision. I believe that this policy is setting up schools to fail. How can we have students not be accountable for personal test scores, and schools be accountable for student apathy? How is it legal to count a modified diploma graduate as a non-graduate? Try again. Our kids, schools, and communities are worth your best effort.	*Duplicate*
2016-05-10 13:28:27	Tim Mullens Teacher OHHS Oak Hill WV	I support the initiative to establish an A-F grading system for schools to be easily understood by all stakeholders. I do not agree with the amount of emphasis placed on test scores in the evaluation of schools and their staffs. I can see that a great deal of effort has been employed to process and develop this plan to move forward. Yet, I can not see a research based plan developed by West Virginia leaders who care enough about West Virginia children to spend the time to develop this for West Virginians. I see a plan that was cut and pasted from other states who have already abandoned this plan for its shortcomings. I understand that several states have tried this very plan and it hurt	*Duplicate*

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2016-05-11 14:35:12	Tim Payton Principal Oak Hill High School Oak Hill WV	Most states that have gone to an A-F grading system for schools have abandoned it.		Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations	*Duplicate*	

		bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-13 09:28:12	Timothy Smith Teacher Raleigh County Schools Shady Spring WV	Given that students must take a college entrance exam as part of applying for college, students who score a specified composite on the ACT or SAT should be included in the number of students who are college and/or career ready.	*NA/-*	Further consideration will be occurring on high school assessments.
2016-05-13 10:07:03	Jodi Kissner Teacher Martinsburg high school Martinsburg Wv	If the state is going to use student performance to grade the schools , they must first tie the student's success to the testing. Even the students taking advanced placement do not take stock in the testing because it doesn't mean anything to them. If they had to pass with a certain level to graduate they would actually try. Right now they just click through the test.	*N/-*	
2016-05-14 20:21:13	Timothy Haynie Teacher Fayetteville wv	It is unfair to use 80% of the general summative assessment to grade a school when there is no student accountability for the assessment.	*A/-*	
2016-05-14 20:24:24	Tim Haynie Fayetteville wv	It is unfair to evaluate a school on the premises of the general summative assessment without student accountibilty.	*A/-*	Student accountability is an issue which will continue to be researched. There is consensus that all individuals must be held accountable for improved academic achievement. The

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				WV General Summative Assessment is used to determine the need for transition courses and the Higher Education Policy Commission recognizes a 3 or 4 on the 11th grade assessment as meeting the requirements begin credit-bearing classes in college.
2016-05-15 04:41:49	Sandra Sheatsley Director of Federal Programs and Elementary Educat Raleigh County Schools Beckley WV	The Grade should be a reflection of the overall school proficiencies congruent with the WV Standards for High Quality Schools â—¦ Standard 1 â€“ Positive Climate & Cohesive Culture â—¦ Standard 2 â€“ School Leadership â—¦ Standard 3 â€“ Focused Curriculum, Instruction & Assessments â—¦ Standard 4 â€“ Student Support Services & Family/Community Connections â—¦ Standard 5 â€“ Educator Growth & Development â—¦ Standard 6 â€“ Efficient & Effective Management â—¦ Standard 7 â€“ Continuous Improvement	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-15 13:07:03	Marianne M Annie principal Chesapeake Elementary South CHARLESTON West	Maybe Child Nutrition should also give grades for participation in the breakfast and lunch programs. That way, the lower socio-economic schools who feed the vast majority of their students could get an A and the schools with poor breakfast and lunch participation (because their parents feed them at home and pack them a lunch) could get an F.	*NA/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-15 16:45:01	JEFF HIESTAND Teacher WETZEL COUNTY SCHOOLS New Martinsville WV	The A-F grading system is seriously flawed. Schools are worth so much more than a test score. While supposedly a balanced approach, this system still heavily relies on test data. Testing in our state has litle validity. The only folks who end up accountable are the schools. The students who take the test have no accountability. Make it right, make everyone accountable or no one. Make accountability a more balanced system.	*A/-*	The ultimate goal of an accountability system is to increase the academic achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted

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				to better reflect the multiple measures.
2016-05-16 09:02:36	Lola Brown Federal Programs Supervisor Harrison County Schools Clarksburg WV	6.3.b.2 Would you consider adding a parent organization such as PTO, PTA, boosters, etc. for review to meet Title I compliance of involving parents in the annual review of a school program? Although the LSIC includes a parent, typically it is only a parent. The above parent organizations involve multiple parents. Even if a school is not a Title I school, it is a way to get parent input and perceptions. 6.5.a.3.a Again consider adding the parent organizations noted in 6.3.b.2 to meet Title I compliance.	*A/-*	Will talk to OEPA about having parents added
2016-05-16 09:31:47	Charles Vest Vice Principal Nicholas County Schools/Summersville Middle School Summersville WV	I am writing to oppose the "A-F grading system" for schools. The very concept of a misused Bell Curve for grading is completely unthinkable by modern educational standards. Based on the point system few schools will receive, by intentional design, an A, and most will receive a C grade. I am a firm believer that in a standards based system standards should be set and all schools that achieve the highest standard should receive an "A". I believe that an A-F Accountability System will be damaging to schools and have extremely negative affect on education in West Virginia. The A-F system will, by design, do unrepairable harm to the schools and the community they serve for generations.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 15:00:33	David Decker Principal Salem Elementary Salem wv	6.3.a.2 â€“ There is not transparency and clarity because the WVBE arbitrarily dictates the WVAS on an annual basis. Define and include cut scores within policy 2320 and make needed changes by the proper policy adoption procedures.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	6.3.a supports local decision making on using the OEPA process yet 83% of the grade is determined by the WVGSA. OEPA can lower a schools letter grade but not raise it.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

§126-13-7 School System Approval

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2016-04-19 09:06:48	Leslie Haynes Reading Specialist West Virginia Education Association RIPLEY WV	Am I reading correctly, that once a grade is assigned, it is in place for four years? That's either unwarranted or simply lazy on the part of the WVDE.	*A/-*	Grades will be assigned annually
2016-05-03 15:52:09	Stacey Lusk-Butcher Director of Assessment and General Student Support Wyoming County Board of Education Pineville WV	7.2.a.4 Nonapproval- Define persistently low	*A/-*	OEPA will be providing further guidance on these terms
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and	*Duplicate*	

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		reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-13 09:28:12	Timothy Smith Teacher Raleigh County Schools Shady Spring WV	A simple letter grade of A-F does not reflect a schoolâ€™s performance. Each category --- Overall Student Proficiency, Growth, Attendance, College- and Career-Ready --- should be given a sub-grade and then an overall grade should be issued. The sub-grade would give schools and districts better information to communicate to parents. Also, instead of an overall grade, the sub-grades could be averaged and a GPA assigned.	*A/-*	
2016-05-13 09:37:13	Veltri Principal North View Clarksburg WV	I agree the monitoring document should be based on input from the staff, but meeting with the LSIC and Faculty Senate, would not be necessary. The curriculum team is voted in by faculty senate, couldn't that team be the team to approve the document. Then require it to be shared in team meeting by the curriculum team.	*NA/*	
2016-05-16 08:42:29	Deirdre Cline Assistant Superintendent Wyoming County Board of Education Pineville WV	7.2.a.4 There needs to be clear definition of persistently low.	*A/-*	OEPA will provide additional information
2016-05-16 13:27:28	Allen Sexton Director of Special Education Raleigh County Schools Beckley WV	7.1.a - The schoolâ€™s A-F Accreditation score must be accompanied by a rubric to assist the district, parents and media in knowing how each of the â€œmultiple measuresâ€ was weighted to inform the aggregate score.	*A/-*	
		§126-13-8 School and School System Supports and Consequences		
2016-04-28 08:21:53	Jared Mileto Marion County Board	8.2.F.2.C.- I do understand that in some instances that a principal does need replaced in order to improve the learning environment and set the school on a path of success, however changing a Principle mid year can do more damage than good.	*N/-*	Comment not directly related to policy or too

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	of Education Fairmont WV			general of a comment to consider a policy change.
2016-05-03 15:52:09	Stacey Lusk-Butcher Director of Assessment and General Student Support Wyoming County Board of Education Pineville WV	In Section 8.2, when do the additional supports begin? The first year a school receives a D? There will be many to receive a D based on the projected roll out model this year and several to receive an F.	*A/-*	Districts will provide the supports the first year a school receives a low grade.
2016-05-05 11:07:42	Blaine Hess Superintendent Jackson County Schools Ripley WV	The WVBE, WVDE and RESAs should be included, along with county boards of education, as providing support to schools that are not exhibiting adequate levels of performance. It must be realized that in a time of declining resources from the state, that financial resources may not be available to provide the level of support needed by some schools. The policy should provide more clarification of the additional consequences that might ensue in the event that schools are unable to improve based on the A-F Grading system.	*A/-*	
2016-05-06 14:35:41	Kari McClure New Martinsville, WV 26155	8.2 e "extend the timeline if viable improvements in conditions and or acceptable annual improvement" I do not see defined anywhere what constitutes "viable improvements". Is this too vague and subjective?	*N/-*	OEPA will provide further guidance as they complete reviews
2016-05-09 15:11:24	Debbie Garvin Special Education Teacher Oak Hill High School Oak Hill WV	We have a wonderful administrative staff at our school. They should not be held accountable when students are not. We must all work together to improve the performance of our schools.	*N/-*	
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high	*Duplicate*	

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2016-05-12 10:14:40	Jason Crouch FCEA/WVEA and teacher Oak Hill WV	Although the policy intent is for multiple measures to determine a clear means to define student performance the general summative test is weighted to all but 250 points of this measure. This weighting system is not specifically defined in policy and places a tremendous weight on one single measure. Why not include the ACT as another measure? Why only emphasize the GSA when the primary goal in high school is for other factors which are only weighted with 250 points (graduation rates, college and career ready indicators) The at-risk subgroup is defined by an outside vendor Bright Bytes that produces data that has been questioned by the school staff that works regularly with potential drop outs. No definition is located in policy. Will this include the students who are not	*Duplicate*

		present for a full academic year? Will this be a percent reduction? What is the measure for this piece? Will the discipline side of this three part at risk reduction be a referral reduction or a suspension reduction? Will the grade component be comparing one semester to another or will it be based on 9 weeks grades? 6 weeks grades? Would any thought be given to collection of credits in high schools as opposed to course grades? Attendance percent is not defined-one would assume 95% or higher? Why would the policy not clearly define and spell out the percentage? The policy is unclear regarding the college-ready indicators. Will the results be reported by the number of students in AP/IB/dual credit courses or will the percent proficient on AP exams be the indicator? AP course are not free to students and they require a significant financial burden to each county for training teachers in the summer and the fall to teach AP courses. How can college dual credit be considered a measure when this particular measure is not part of a free and public education but rather only available to those that can afford to pay for college classes? Clarity is needed for this part of policy.		
2016-05-12 10:15:00	Bonita Redd Teacher Welch Elementary School Welch WV	This comment is in reference to Â§126-13-8, and specifically section 8.3.c.I.E. This recommendation still includes that under "Non-approval" status, the county does not have to follow policy Â§18A-4. This policy covers salaries, wages, and other benefits of school personnel, both professional and service. It applies to seniority rights, withholdings, personal leave, leave banks, group insurance, tax deferred investments, duty-free lunch, planning period, extra-curricular assignments, alteration of contract, and moving expenses for laid off teachers. Policy Â§18A-4-7a addresses the protections in place so that the school system cannot practice discrimination or place any favored employees into positions. Dismissal of this policy would encourage arbitrary employment decisions, discrimination, and disparate impact, as it presently does. The school system obtains federal funding by giving assurances that they will not practice discrimination of any kind. If a waiver of this policy is permitted, then federal funding should be limited, because the assurances are no longer valid.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-13 09:28:12	Timothy Smith Teacher	Ninety-six percent of the elementary and middle school grade is connected, in some fashion, to one test score. While multiple measures are being used, 96% are tied to ONE test. Students are more than ONE test. The multiple measures could include not	*A/-*	The ultimate goal of an accountability system is to increase the academic

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	Raleigh County Schools Shady Spring WV	only performance/growth on THE test but also performance based upon the seven high quality standards.		achievement of our students in Reading/Language Arts and Math. The proposed metrics have been adjusted to better reflect the multiple measures.
2016-05-13 09:37:13	Veltri Principal North View Clarksburg WV	If I school falls into a lower rating their should be support provided to help with academics and or other needs of school, but creating more work/paperwork for the school is not a help. Bad publicity is also not helpful specially when using the A,B,C, D,F rating because of the connection society has to letter grading system from schools. Working collaboratively with the county to build upon what is currently working at the school is the best option for helping a school succeed, but moving to new programs or making changes does not help. Consistency in a program allows teacher to become comfortable and build their knowledge of the best methods to reach students, but changing programs or testing methods at the state level is not helpful for consistency. Continuing to work with the same program allows teacher to become more effective with implementing the program.	*N/-*	
2016-05-13 10:12:58	Russelle DeVito Principal North Marion High School Farmington West	state school accountability system that requires a 12 page document of Business Rules is not a system that can be easily explained to teachers, parents and students. The two most straight forward and easy-to-understand-and-explain measures of the proposed Accountability system are: 1) The College/Career Ready indicator and 2) the Graduation Rates. These two measures: involve multi-year data, allow multiple options for scoring, are open and changeable, seem fair, and seem to promote the goals for which they were intended--- increasing student in-school performance and graduation rates. Other measures have embedded decisions that are not transparent. Business rules focus on their calculation rather than on the goals to be accomplished. For example, even the seemingly simple Attendance measureâ€™s FAY requirement fails to address why 135 day rule was selected.	*Duplicate*	
2016-05-13 10:27:20	Ryan McKenzie Principal Explorer Academy, Cabell County Schools Huntington WV	Much of this policy is fine. We certainly have no problem with oversight and additional supports to improve the performance of our students. We would greatly appreciate having input into what is appropriate for the specific needs of our students. In a Title I (low income) school, we deal with many, many	*N/-*	

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		issues out of our control which affect the performance of our students - hunger, abuse, neglect, drug use by guardians (both while pregnant and after birth), violence, cyclical eviction, no clothes, no medical care, no eyeglasses, no dental care, never read to, no homework help, etc. For example, just a few weeks ago I had a parent come in and ask if her child could sit on a donut in class because the child has anal warts from sexual abuse. The normalcy with which she asked this speaks to the high level of dysfunction our students deal with. As an educator dedicated to working with low income students for over a decade, I would caution you to reconsider both the timelines for improvement and consequences in regards to Title I (low income) schools. 2 years is generally insufficient to get low income students up to speed given the tremendous deficits they bring to school and ongoing summer slide. Furthermore, you are going to find that principals like myself, who now find ourselves under the looming proposition of replacement, will use the 2 years to find employment elsewhere where the struggle to get test scores is not so great. Generally, high income schools or out of state altogether. This will result in the schools with the greatest need getting the most inexperienced administrators, if anyone is even willing to stick their neck out and take such a job which they may lose in two years and end up with a blemish on their resume. We have had three summative assessments in three years. Three sets of standards. Looming replacement of both yet again by the legislature. Under these circumstances, how can you fairly judge school performance? The shifting of standards and tests, while easy on paper, is a massive move at the school level and causes many months, if not years, of difficulties.		
2016-05-15 19:10:56	James Marple Teacher Tucker County Schools Parsons WV	Why would any reasonably sane Administrator even consider going into a failing school and trying to turn it around, knowing that they will be forced out in two years?	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 08:42:29	Deirdre Cline Assistant Superintendent	8.2 Please define when additional supports begin for schools that receive a D.	*A/-*	Supports begin at the district level the first year then

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	Wyoming County Board of Education Pineville WV			increase in intensity each year.
2016-05-16 09:02:36	Lola Brown Federal Programs Supervisor Harrison County Schools Clarksburg WV	From reading the supports and consequences, the majority of the responses and supports is at the LEA level, which is also a federal direction with the ESSA law. However, counties need support and defined expectations for those supports. Would you consider defining those not necessarily in the policy but with plans and professional development?	*A/-*	WVDE will work to further provide support and guidance.
2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	West Virginia has a declining population and declining business population. I don anticipate many businesses wanting to expand or relocate to West Virginia if the grades are anything less than a B.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
		§126-13-9 Continuous Improvement and Strategic Planning		
2016-05-09 13:40:23	Vic Fisher Supervisor, Pupil Services Harrison County Schools Clarksburg WV	I support strategic planning and teaming processes that support school improvement. I also support school system, RESA, and WVDE level support and intervention for those schools that receive the lowest level designations and/or do not show year-over-year improvement.	*A/+*	
2016-05-09 15:12:25	Daniel Hodges Science Teacher Fayette County Board of Education Meadow Bridge West	What metric is to be used to gauge improvement? As the policy is currently written it is vague and impossible to determine. In addition, the scores for AY 15/16 is being taught off one set of standards and assessed off another. This will skew results demonstrably.	*A/-*	Additional details will be provided for each metric.
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter	*Duplicate*	

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		Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-13 09:28:12	Timothy Smith Teacher Raleigh County Schools Shady Spring WV	The 3rd grade reduction (reading) and 8th grade reduction (math) should be based on the same cohort of students as opposed to two different sets of 3rd grade and 8th grade students.	*A/-*	Adjustments have been made.
2016-05-16 14:53:43	David Mohr Senior Policy Analyst House of Delegates Pinch WV	Although it may be vaguely inferred, it is not at all explicit in this policy that the performance evaluation of individual professional personnel is part of the continuous improvement process. 18A-3C-1 et. seq., Improving Teaching and Learning, should probably at least be listed as an essential strategy and to avoid conflicts. For instance, the 9.2 and 9.3 school system and school continuous improvement processes include using data and information to determine needs, along with on-going professional development, etc. 18A-3C contemplates a similar strategy for focusing on individual	*A/-*	

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		teacher weaknesses and needs for professional development. By not explicitly including personnel evaluation data and individual teacher targeted professional development in this level of improvement planning, I think we risk missing what individual teachers need for improving teaching and learning. In addition, as part of 9.3.e, if it is not covered elsewhere, school principals need to understand the value of fair and accurate personnel performance evaluations as an effective, continuous improvement effort and an explicit reference here may also be helpful.		
		§126-13-10 Rewards and Recognition		
2016-04-25 10:32:33	Natalie Laliberty Principal KCS South Charleston wv	Recognition awards and accolades for improvement needs to be a ceremonious as top scores!	*A/-*	
2016-05-11 15:01:08	v.kumar mr fhs fayetteville wv	I'm not aware of any rewards that are given. We don't appear to recognize any students who exceed or have strong work habits.	*N/-*	
2016-05-11 15:06:06	Jonathan Rahall SPED Teacher staff Fayetteville wv	Students care very little for expend any energy for free points in class to better their grade. They do not care to attempt on these tests. There is no rewards for students who do their best.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
		Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston.		
2016-05-12 10:08:11	David Delk Wheeling WV	Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do?	*Duplicate*	

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		Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-12 12:06:50	Misty Lovins Teacher Fayetteville High School--AFT Fayetteville WV	If all the school is receiving is a trophy and write up in the newspapers then why are teachers put in such jeporady of losing their job or having to take other classes to improve their teaching ability. What aboutn a monetary incentive if it that important and come up with a way of holding students accountable.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-15 04:41:49	Sandra Sheatsley Director of Federal Programs and Elementary Educat Raleigh County Schools Beckley WV	The A-F Accreditation system cannot be based on a bell curve unless we have an expectation of failing schools. A normal distribution predicts no less than % are failures annually.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
		§126-13-11 Needs Analysis, Capacity Building, and Efficiencies		
2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston.	*Duplicate*	

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		Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-16 13:42:35	Shawn L Dilly Superintendent Mineral County Schools Keyser WEST	My hope is that there would be some true support built for this component. However, the past few years we have only seen cuts to the much needed support at WVDE and our RESAs.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 14:53:43	David Mohr Senior Policy Analyst	Again, evaluating individual professional performance and targeting professional development to help that person improve seems essential to improving the capacity	*A/-*	Comment not directly related to policy or too

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	House of Delegates Pinch WV	for teaching and learning. Whether it is happening in each school at a satisfactory level should be a part of this analysis.		general of a comment to consider a policy change.
2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	The passage of excess levies will become a thing of the past for those counties whose school receive less than a B. Parents don look at Cs as acceptable and that won be any different for their schools.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
		§126-13-12 Communication of Performance Grades and Approval Levels		
2016-04-18 14:09:47	Erica Newsome Teacher Logan County Schools Madison West	Ranking schools based on factors such as attendance is counter intuitive to helping schools in struggling areas. I challenge our lawmakers to come to the Southern Coalfield counties and look into the faces of children who are homeless and neglected and PUNISH them with a "failing" grade due to the plethora of factors that cannot be controlled by the children or the teachers.	*NA/-*	Attendance in school is an essential component of student success both academically and socially. The website at www.attendanceworks.org not only shows the research on the importance of attendance but successful strategies and ideas to increase attendance.
2016-04-25 10:32:33	Natalie Laliberty Principal KCS South Charleston wv	Communication needs to explain the grade not just give an A,B,C,D,F and explanation by individual scores.	*A/-*	Further guidance and documentation will be provided.
2016-05-05 11:07:42	Blaine Hess Superintendent Jackson County Schools Ripley WV	With the implementation of the A-F Grading system, the current School Report Cards provided to parents should be eliminated. Currently School Report Card information provided to parents is more than a year old by the time school systems receive it for distribution to parents. The current requirement for School Report Cards is required by WV Code, so a legislative change would be needed make this change. The WVDE and the WVBE should develop a comprehensive public relations effort to fully explain the A-F system to the public and parents. A This information needs to be	*A/-*	

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		in plain language free of educational jargon so that county school systems have the same information to provide to all parents and the public. This information should be distributed publicly well before the grades are announced. Some explanation should be prepared in the event that test results used to determine school grades do not coincide with the results of other nationally recognized assessment instruments. An effective message from the WVBE will be essential to explain the A-F Grading System to the public and convince the public that a grade of C is acceptable performance. A vast majority of communities will not view the grade of C as acceptable for schools and such a label is likely to weaken the publicâ€™s support of school levies and bonds. Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do?	
2016-05-12 10:08:11	David Delk Wheeling WV	Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the	*Duplicate*

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		wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-13 10:12:58	Russelle DeVito Principal North Marion High School Farmington West	state school accountability system that requires a 12 page document of Business Rules is not a system that can be easily explained to teachers, parents and students. The two most straight forward and easy-to-understand-and-explain measures of the proposed Accountability system are: 1) The College/Career Ready indicator and 2) the Graduation Rates. These two measures: involve multi-year data, allow multiple options for scoring, are open and changeable, seem fair, and seem to promote the goals for which they were intended--- increasing student in-school performance and graduation rates. Other measures have embedded decisions that are not transparent. Business rules focus on their calculation rather than on the goals to be accomplished. For example, even the seemingly simple Attendance measureâ€™s FAY requirement fails to address why 135 day rule was selected.	*Duplicate*	
2016-05-15 04:41:49	Sandra Sheatsley Director of Federal Programs and Elementary Educat Raleigh County Schools Beckley WV	The schoolâ€™s A-F Accreditation score should be accompanied by a rubric to assist the district and parents in knowing how each of the â€œmultiple measuresâ€ was weighted to aggregate to the selected score.	*A/-*	
2016-05-16 09:02:36	Lola Brown Federal Programs Supervisor Harrison County Schools Clarksburg WV	This section defines expectations to communicate the ratings. In 12.2.d, the principal expectation is to communicate to the faculty senate and LSIC. If you consider adding a parent organization in Section 6.3.b.2 and 6.5.a.3.a , it would be a great way to notify the parent organization of the school rating as well to meet the Title I compliance of parent notification that provides record. It would then lead to great conversations with the organization of how to improve the rating for input for the strategic plan.	*A/+*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 11:59:37	Gretchen Frankenberry Director of Partnerships and Advocacy	Again, The Education Alliance strongly urges the WVBE to set aggressive timelines for improving the timeliness of reports. Providing â€œReal Timeâ€ data and feedback ensures that families, community members, and business partners will receive the relevant information about their schools progress within a timeframe that enables them to engage and support the school most effectively.	*A/+*	

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	The Education Alliance Charleston WV			
2016-05-16 13:42:35	Shawn L Dilly Superintendent Mineral County Schools Keyser WEST	School leaders will have a tremendous challenge to communicate the variables that calculate a final score. Many parents will discount this policy when they learn that most of the score is based on one assessment. The others will use N/this to criticize and belittle schools. I would not be surprised to see multiple lawsuits develop over school choice matters.	*N/-*	
2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	12.2.b - eliminate the annual Report Card???	*NA/-*	Required by USDE
		§126-13-13 Operation of the OEPA		
2016-04-19 09:06:48	Leslie Haynes Reading Specialist West Virginia Education Association RIPLEY WV	OEPA has a reputation for being untrustworthy. For example, OEPA circumvents policy and law on a regular basis and threatens education institutions with retribution if resistance is offered. I don't believe OEPA is an entity that can be trusted to judge school performance.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-04-28 08:21:53	Jared Mileto Marion County Board of Education Fairmont WV	General staffing of the OEPA needs to be comprised of individuals who have a strong background in education, preferably educators who understand the challenges that can and do arise in a school setting.	*A/-*	
2016-05-04 19:30:20	Frances Tolley Science Chair Hurricane High School Hurricane WV	It seems that the varying teams have tremendous inconsistencies. This makes it difficult to know how to improve your school or department.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-06 16:18:20	Karen Nance Board Member Cabell County Board of Education Huntington WV	the OEPA reviews are not objective. They are very subjective because they are opinions of different teams of educators. Each team of educators' individual members come from different perspectives. There is no consistency where there is no consistency of OEPA members. This makes the reviews in my opinion subject to personal bias.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.

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		Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this grading system the WVDE also has the ability to manipulate cut scores to achieve a desired result; this is not a transparent grading system in any way. Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.		
2016-05-12 10:08:11	David Delk Wheeling WV		*Duplicate*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-16 09:25:38	Heather Nutter-Gill Principal Gauley River Elementary Craigsville West	At the very best, this is an inconsistent program of accountability. Depending on the team that comes in and their background, no two schools seem to be judged in the same manner. Feedback for our school was unreliable. For example, in one of two areas we were brought down in, when I asked what we needed to do to improve the only answer was to continue what we were already doing, we just needed to do it	*N/-*	

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		longer. Was it really our fault, our school was evaluated in September? At the very least an extremely detailed rubric for each rating needs to be provided.	
2016-05-16 13:42:35	Shawn L Dilly Superintendent Mineral County Schools Keyser WEST	The OEPA process has improved, but still lacks objectivity in all situations. The process relies too heavily on the team make-up. Some evaluations are not equal to others. A process to minimize subjectivity should be considered.	*N/-*
2016-05-16 15:34:40	Robin Daquilante Superintendent Tyler County Schools Middlebourne WV	The OEPA can lower a schools grade based on their evaluation of their visit but can raise a schools grade??? This is not an equitable system.	*N/-*
2016-05-16 15:56:50	Lee Jones Principal Fayette Oak Hill WV	OEPA is to be a support system for improvement the lowering of a rating appears to be negative.	*N/-*

§126-13-14 General Appeals Procedure

2016-05-12 10:08:11	David Delk Wheeling WV	Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston. Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw data to independently determine if Smarter Balance's proficiency determinations bear any basis in reality. It's a shell game, but we never get to see the ball. In this	*Duplicate*

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2016-04-18 10:54:39	Jeff Bryant Principal Greenbrier East High School Lewisburg WV	The use of the A-F accountability system only continues the lack of trust that exists between the schools and WVDE. Dialogue needs to take place with the Educators involved to design an accountability system that is both productive and professional. Intellectual Dishonesty. Starting next Fall all schools will receive a grade of A-F. At first glance this seems great; let's hold schools accountable for what goes on inside the classrooms. The real story on this process reveals why the public should have little faith in the educrats in Charleston.	*N/-*	Comment not directly related to policy or too general of a comment to consider a policy change.
2016-05-12 10:08:11	David Delk Wheeling WV	Standardized Tests. 83% of the grade for elementary and middle schools (66% for high schools) wills be based solely on the scores from the dreaded and unreliable Smarter Balanced standardized tests. Smarter Balanced has now been justifiably vilified by almost every educator in WV, except out state superintendent, and was voted to be eliminated by over 95% of our state legislators. Why, again, is the best the WVDE can do? Data Manipulation. The folks at Smarter Balanced hide behind computer adaptive tests, scaled scores and cut lines to tell us whether our kids are proficient in English and Math. No WV parent, teacher, administrator or educrat gets to see any of the raw	*Duplicate*	

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Bureaucratic Laziness. School performance grades should be based on teacher quality, adequacy of facilities, access to technology, efficiency of administration and reliable measures of academic performance. Such a grading system would be hard and require actual groundwork. Just looking at test data is easy and in the wheelhouse of our Charleston educrats. The proposed grading procedure's heavy reliance on Smarter Balance performance renders essentially meaningless these grades, whether our individual schools receive an A or an F. The test results are both unreliable and predictable. After all this time and debate we are still judging our schools based on the quality of our test takers. It's not parents who should be opting out of these tests but now local administrators and teachers.

Renee Clark

From: Michele Blatt
Sent: Wednesday, June 08, 2016 4:02 PM
To: Renee Clark
Subject: FW: Policy 2320 commnets

Michele

Michele Blatt
Chief Accountability Officer
Division of School Effectiveness

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ONE VOICE
ONE FOCUS

From: Doug Lambert
Sent: Monday, May 16, 2016 7:58 AM
To: Michele Blatt <mlblatt@k12.wv.us>
Subject: Policy 2320 commnets

Hi Michelle - last night and this morning I attempted to comment on Policy 2320 from home.....the system will not accept my thoughts....so I am
"pasting " the thoughts below in the hope that you can do some "magic" for me....it's ok if nothing can be worked out but I wonder if others in the state are having the same problem?

Here are my thoughts.....

Overview

I have given much thought and debate over the eventual implementation of Policy 2320 and while I understand the importance of high achievement for all, the overall idea of outputs are not equal to the inputs have merit. However, as we discuss college and career readiness, it is apparent to me that we have this long held belief that EVERYONE is destined to attend a four year institution of higher education. Folks, we gotta

quit kidding ourselves into this narrow minded way of thinking. Research and evidence today shows that most, if not the majority, of occupations in the future will consists of those holding skill sets that only require certifications that can be achieved through one to two years of education beyond high school. If you look closely to the rubric that has been presented, it is evident that we still hold the belief, at least in the West Virginia Board of Education eyes, that we should and will prepare for college, with less emphasis on career readiness. Proof is evident in the amount of weight and points given for those students who attend and are career ready institutions. Children are more than a test score yet we are so focused on the results that we forget that this in only a snap shot of the education our kids receive.

Yes, we must and will expect the best from our students...we want nothing less! But basing our educational experience on a single test, not taking into account what the child brings to the table, be it poverty stricken or a child whose whole life has been dictated by an IEP, is a shame to all.

Yes, this will be an easy way to identify how our schools are performing and maybe we need a wakeup call. However, I have yet to acknowledge and see anyone rising in expectations by being humiliated and embarrassed....I am fearful that this is and will be the result.

Research is abundant that poverty has a great impact on the education of children and it's no secret that West Virginia ranks near or at the bottom of the rankings. The education gap between rich and poor students is worsening. All kids can achieve at a high level but are our children on a level playing field not only nationally, but within our state?

Finally, where is the accountability on the children? To be part of the problem, they must understand and take seriously what is before them when taking the exams. I truly hope, and it is my belief, that good teaching will occur when positive relationships are met. Let's assume that throughout our state, this is happening.

Glossary

I note here that the West Virginia Accountability System (WVAS) expects continuous improvement using multiple measures of academic achievement to guide the expected success for all. Seems to me this is in conflict with the use of ONE assessment that drives accountability.

126-13-5

5.2.b.11 – Attendance – with the proposed changes in Policy 4110, parents will have almost free reign to write notes for their child when missing school, with no consequences. As we all know, you can't educate children if they aren't present. There must be consequences...unfortunately, with the policy written, many will be absent and the unintended result will again be no accountability on the student with all the responsibility on the school system. Again, we accept that fact but give us the tools to enforce fairly and consistently.

Thanks for your help in this matter...wish you well!

Doug

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