

**TITLE 126
INTERPRETIVE RULE
BOARD OF EDUCATION**

**SERIES 11
EDUCATIONAL GOALS FOR WEST VIRGINIA (2100)**

§126-11-1. General.

1.1. Scope. -- This interpretive rule defines a thorough and efficient system of education, identifies capacities to be developed in students and provides governing principles for high quality educational improvements.

1.2. Authority. -- W.Va. Code §18-2-5;

1.3. Filing Date. -- November 1, 1983

1.4. Effective Date. -- December 31, 1983

1.5. This is a revision of policy originally adopted in February, 1975.

§126-11-2. Additional.

2.1. Copy of Educational Goals attached. Copies may be obtained in the Office of the Secretary of State and from the West Virginia Department of Education, Bureau of General, Special and Professional Education.

2.2. Summary of policy below.

SUMMARY OF INTERPRETIVE POLICY

The Educational Goals for West Virginia define a thorough and efficient system of education by: Specifying the knowledge and skills that shall be developed in students; and stating the governing principles of (1) establishing learner oriented programs, (2) identifying program definition, delivery, assurances that are to be used in providing statewide high quality educational improvements.

State's Goals for Education

EDUCATIONAL GOALS FOR
WEST VIRGINIA

The West Virginia Board of Education believes in a high quality system of public education for West Virginia and in equal educational opportunities for all public school students. Equal educational opportunities include, but are not limited to, comparably high quality curricular programs, school personnel, support programs, school facilities, and materials, supplies, and equipment. This master plan provides for a thorough and efficient system of public education in West Virginia and for equal educational opportunities.

DEFINING A THOROUGH AND EFFICIENT SYSTEM OF EDUCATION

A thorough and efficient system of education requires equality of substantive educational offerings and access to related services for all children and does so without waste. Providing such an educational system is a goal toward which the West Virginia Legislature, the West Virginia Board of Education, the West Virginia Department of Education, and county boards of education should strive. A thorough and efficient system of education produces students who at the end of their public school experience are competent in functional skills, are prepared for the next academic or occupational level, and are aware of the necessity to develop habits and skills leading to a healthy and safe life.

Specifically, a thorough and efficient system of education, as recommended by the best educational expertise available in West Virginia and approved by the West Virginia Board of Education, shall develop in students to their capacity:

1. skills in reading, writing, spelling, perceiving, speaking, listening, adding, subtracting, multiplying and dividing numbers, and using reference materials;
2. the knowledge of governmental, social, and economic systems in order to make informed choices;
3. the knowledge, skills, and attitudes required to function successfully in advanced academic and technical training programs and useful occupations;
4. the knowledge, skills, and attitudes necessary to develop self-esteem;
5. the knowledge, skills, and attitudes related to the creative, visual, and performing arts to enrich the quality of their lives and provide an understanding of their culture and heritage;
6. the knowledge, skills, and attitudes related to science and technology, rational decision making, and creative problem solving in order to function successfully in a high technological society; and

7. The knowledge, skills and attitudes related to health, safety, physical fitness, and recreation necessary to maintain an active mind and body.

Through the framework provided by the seven goals stated above, a thorough and efficient system of education will be established in the West Virginia public schools by developing state and county comprehensive educational programs which provide (1) high quality educational programs and access to related services for all students, and (2) the opportunities for all students to achieve specified learning outcomes in each curriculum.

GOVERNING PRINCIPLES

The West Virginia Board of Education believes that many county boards of education and individual schools presently provide quality programs which are as good as the available resources allow. However, to provide a high quality educational system, improvements will have to be made statewide. Such improvements are to be governed by the following principles.

Principle 1 - Establishing Learner Oriented Programs.

Educational programs should be planned to correspond to the developmental stages of the student's life. Four developmental stages have been identified. The early childhood education stage includes children through age 10. Services to this group are divided into two components: a preschool component for ages N-4 and early childhood/primary education for ages 5-10 (grades K-4). The second developmental stage ranges from ages 10-14. Services to this group are provided by middle childhood/junior high educational programs (grades 5-8). The third developmental stage ranges from age 14-18 and is served by adolescent/high school education (grades 9-12). The final developmental stage is adulthood (ages 19 and over). Services to this group are provided by adult education programs.

The characteristics of students in these developmental stages must be considered by educational planners, administrators and teachers when developing, implementing, and evaluating educational programs. The recognition of these developmental stages, however, is not meant to disrupt school organizational patterns that are approved by county boards of education. Early, middle, adolescent, and adult educational programs can be delivered through any school organizational pattern, i.e., K-3, K-4, K-6, K-8, K-12, 5-8, 6-8, 7-9, 7-12, 10-12 or 9-12. Educators must, however, take into account the developmental characteristics of students when providing programs of study and learning outcomes.

Principle 2 - Program Definition.

The guiding principle for learning in West Virginia public schools is that each student will have the opportunity to achieve mastery of the state and county board approved programs of study and specified learning outcomes at the state level.

The establishment of specified learning outcomes define the core values of high quality educational offerings and related services. To equalize educational opportunities, all students must have access to the basic academic programs, the elective offerings defined as essential, and high quality support services. A policy on program definition will be developed and approved by the state board to provide a framework for the adoption of programs of study and learning outcomes.

Principle 3 - Program Delivery.

The implementation of the high quality standards required to deliver high quality curricula and services to each student is directly related to administrative and instructional practices, personnel, materials, supplies/equipment, and facilities required to deliver the defined program. Methods of funding established by the state to provide high quality standards and support services must be equitable among the counties. To properly deliver educational programs and services, all eligible students will be identified and all students will have access to comparable facilities, teaching and support personnel, curriculum and instruction, and materials, supplies, and equipment.

Principle 4 - Program Assurances.

The quality of educational programs and related services must be demonstrated to the legislature, state board of education, county boards of education and the citizens of West Virginia. Systems of accountability must be developed to assure the public that a thorough and efficient system of education is in place. Such a system must include (1) review of each educational program, (2) evaluation of student achievement, (3) evaluation of school personnel, (4) evaluation and classification of schools, (5) evaluation and accreditation of the county educational program, and (6) annual report to the legislature as to the status of county and school educational programs.

The West Virginia Board of Education is responsible for determining whether county boards of education and schools are providing a thorough and efficient system of education and will develop and approve policies in the following areas to further that aim:

1. Student Evaluation - The student evaluation policy will indicate how testing will be used to evaluate student performance and will permit:
 - a. the monitoring of student achievement of learning outcomes with these results being available for use in evaluating the school, educational programs, and/or staff;
 - b. a comparison of West Virginia and national student achievement;
 - c. an examination of the competencies (skills) students possess when they graduate from high school; and
 - d. information from the student evaluation system to be available to students and parents for making educational and career decisions.

2. Staff Evaluation - The policy on staff evaluation will specify the procedures for properly evaluating all professional and service personnel according to the following criteria:
 - a. the approved evaluation system incorporates principals, peers, and program specialists into the evaluation process;
 - b. personnel shall be informed of the basis upon which evaluations will be made. The evaluation system will incorporate the effective personnel practices and responsibilities found in the master plan. In developing this policy the state board may consider including specific criteria for rewarding individuals demonstrating high achievement in job performance. Criteria used may in part include student achievement of learning outcomes; and
 - c. the policy will indicate who the evaluators will be, how they will be trained, how frequently evaluations are conducted, what will be included in the reporting system to document evaluation results, and how feedback is to be received from persons evaluated.
3. School Effectiveness - In establishing a policy on school effectiveness, the state board will consider establishing specific evaluative criteria by which a school and its personnel may become eligible for financial incentives. Criteria used for such incentives may include student achievement, absenteeism, drop-out rate, post-secondary attendance, job acquisition, staff absenteeism, professional development, and other appropriate activities.
4. Management Information Systems - This policy will provide for a statewide management information system designed, developed, and implemented to collect information on the effectiveness of:
 - a. general, vocational, and special education programs;
 - b. support programs;
 - c. student, staff, school, and county evaluations; and
 - d. financial, budgetary, and resource allocations of counties.

Approved February 14, 1975
Revised July 8, 1983

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