

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #2

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY (See Attachment)

AMENDMENT TO AN EXISTING RULE: YES ___ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: Series 11B, Policy 2000

TITLE OF RULE BEING PROPOSED: Learning at a High Level for
All Students

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON January 3, 1994 AT 5:00 p.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

West Virginia Board of Education
Room 358, Building 6
Capitol Complex
1900 Kanawha Blvd., East
Charleston, WV 25305-0330

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.

Vicki A. Baine
Director, Legal Services

5.80

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

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WEST VIRGINIA

SECRETARY OF STATE OF WEST VIRGINIA
SECRETARY OF STATE

Ken Hechler

ADMINISTRATIVE LAW DIVISION

Attachment to Form #2

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

Cite Authority: W.Va. Const., Article XII, Section 2; W.Va. Code
§§18-2-5, 18-2-6, 18-2-6b, 18-2-6d, 18-2-7, 18-2A-1, 18-2A-2,
18-2A-8, 18-2E-3, 18-2E-3a, 18-2F-1, 18-2F-2, 18-2-28, 18-2-29,
18-3-10, 18-3-11, 18-5-18, 18-5-18a, 18-5-18c, 18-5-19, 18-5-40,
18-6-1 through 18-6-10, 18-8-1, 18-9A-13b, 18-9A-22.

WEST VIRGINIA DEPARTMENT OF EDUCATION

Dr. Henry R. Marockie, State Superintendent of Schools
Building 6/1900 Kanawha Blvd. E./Charleston, West Virginia 25305-0330

Phone: 304-558-2681
Fax: 304-558-0048

West Virginia Board of Education

James J. MacCallum, President
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Virgil C. Cook
Michael D. Greer
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Audrey S. Horne
Cleo P. Mathews
Charles H. Wagoner

October 12, 1993



Dear Colleagues and Friends:

The West Virginia Board of Education at its regular meeting last Friday placed Policy 2000 on comment until January 3, 1994.

The vision contained in Policy 2000 is that all students in West Virginia learn at a high level. The policy proposes that time become the variable, rather than the constant, in the instructional process and that better instruction become the norm for students.

The policy suggests that schools restructure themselves to provide an even higher level of learning for students and emphasizes the importance of decisions regarding instruction being made at the school level.

Eventual adoption of this policy by the State Board would signal an intent to align all educational policies and practices in West Virginia toward high levels of student learning and achievement.

The policy proposes some significant changes that will affect all involved with the public schools in West Virginia. I strongly encourage you to review the policy, discuss it, and provide comments that you feel are appropriate.

Sincerely,

A handwritten signature in cursive script, appearing to read "Henry Marockie".

Henry Marockie
State Superintendent of Schools

HM:dav
2465b/91b

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SECRETARY OF STATE

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EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION

POLICY NUMBER AND TITLE: Policy 2000
Learning at a High Level for all Students

PUBLIC COMMENT PERIOD ENDS: January 3, 1994 ADOPTED: _____

BACKGROUND:

Policy 2000 is the culmination of two years of deliberation and discussion by a committee representing all major client groups in education as to the future of education in West Virginia. Originally begun as a study to clarify and condense existing policies, the process has resulted in a proposed policy which sets forth a new vision for education in West Virginia, specifically, that all students can learn at a high level.

PURPOSE:

The new vision requires that educational policies and practices be aligned so that the focus of schooling in West Virginia is a high level of learning for all students.

CONTENTS:

Policy 2000 proposes a results-based system of education. It proposes student mastery of a common core of learning (essential competencies) and student acquisition of thinking skills. It would make time the variable and not the constant in student learning. Schools and classrooms would become the focal point for change and improvement. Schools would be encouraged to restructure for better instruction for students using existing personnel and resources. Instruction in the essential competencies would be provided through programs of study and revised curriculum frameworks. Better instructional practices are encouraged as is decision making about instruction at the school level through increased use of faculty senates, local school improvement councils and curriculum teams. Accreditation and assessment would be aligned with the essential competencies. Professional development and technical assistance would be provided for implementation of the policy.

IMPACT:

Policy 2000 would be the starting point for realigning policies and practices so that all students in West Virginia will learn at a high level.

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POLICY 2000
Learning at a High Level for all Students

The West Virginia Board of Education believes that all students graduating from West Virginia schools should possess the knowledge and skills that will enable them to be productive and successful citizens and to view education as a continuous, lifelong process. All students are expected to learn at their highest level and apply this learning to life situations.

Schooling must accommodate the fact that students develop at different rates and learn in different ways. Programs must be based upon the best information available about what works for students. Practices must assure that a variety of appropriate instructional methods, strategies, materials, and resources are used to actively involve students in the teaching and learning process. Technology must be effectively applied in developing and delivering the instructional program. Information about levels of development and learning needs of students must be the basis for designing curriculum and instruction. School systems and schools will assume a leadership role in collaborating with other agencies to ensure that students and families have the assistance, resources, and services necessary for students to succeed.

The success of educational programs must be measured in terms of student achievement. Therefore, time spent learning must become a flexible variable, not the absolute end, in the equation of learning. Student performance must provide the primary basis for educational accountability in West Virginia.

Teachers and others who provide services to students must have the knowledge and skills to assure student mastery of the essential competencies. Opportunities must be provided for educators and school community members to share ideas and experiences about restructuring education. Professional growth and self-renewal must be ongoing for all educators and decision makers.

The responsibility for teaching and learning rests with each individual school through the effective involvement of school curriculum teams, school improvement councils, faculty senates, with the facilitation and support of county boards of education and administrators. Therefore, within the context of this policy, each school in West Virginia must have the flexibility to organize itself in a manner most likely to result in success for the students in that particular school.

This policy encourages a reexamination of the roles of those involved in public education. It is understood that while these roles will continue to evolve, the majority of decisions affecting implementation of the programs of study must be made by the personnel at the school working as a team in collaboration with families, businesses, and the community. Implementation of this policy must make learning at a high level a reality for all West Virginia students.

The West Virginia Board of Education charges the Department of Education to work with the county school systems and schools to expeditiously reconfigure, where appropriate, educational programs and to translate this policy into educational practices that are student focused, successful, and accountable. This will result in schools and classrooms where students master essential competencies and learn how to think clearly, creatively, critically, and concisely, both individually and collaboratively. As contributing members of a democratic society, students will have the capabilities to lead healthy, responsible, caring, and productive lives.

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
Chapter 18-2

Policy 2000
Series 11B

TITLE: Learning at a High Level for all Students

SECTION 1.0 General

- 1.1 Scope - This legislative rule establishes a basis for learning at a high level by all students in West Virginia.
- 1.2 Authority - The authority for this legislative rule is established in the West Virginia Constitution, Article XII, Section 2, and in West Virginia Code §§18-2-5, 18-2-6, 18-2-6b, 18-2-6d, 18-2-7, 18-2A-1, 18-2A-2, 18-2A-8, 18-2E-3, 18-2E-3a, 18-2F-1, 18-2F-2, 18-2-28, 18-2-29, 18-3-10, 18-3-11, 18-5-18, 18-5-18a, 18-5-18c, 18-5-19, 18-5-40, 18-6-1 through 18-6-10, 18-8-1, 18-9A-13b, 18-9A-22.
- 1.3 Filing Date -
- 1.4 Effective Date -
- 1.5 Amendments -

SECTION 2.0 Curriculum and Instruction

2.1 Introduction

The West Virginia Board of Education hereby establishes a results-based system of education to ensure that all learners become proficient in:

- Essential competencies.
- Thinking skills.

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2.2 Essential Competencies, Thinking Skills, and Levels of Competence

2.2.1 Essential Competencies

Students will master basic concepts that comprise a core of common knowledge. These competencies will serve as the building blocks for analysis and understanding, not as ends in themselves.

Programs of study will ensure that each student will graduate having mastered these essential competencies:

- Communicate with words, numbers, visuals, symbols, sounds, and movement.
- Think and solve problems to meet personal, social, career, and academic needs.
- Assume the responsibility of citizenship in local, state, national, and global communities.
- Understand the diversity, commonality, and interdependence of people.
- Work both independently and collaboratively in groups.
- Develop physical, social, and emotional well-being.
- Use the scientific method and knowledge for individual and social purposes.
- Acquire knowledge, understand and apply concepts, and utilize the processes and systems of technology and technical education.
- Acquire basic knowledge, skills, and appreciation of the arts.

2.2.2 Thinking Skills

Students will acquire thinking skills that will enable them to:

- Apply knowledge and reason to understand complex issues.
- Draw upon knowledge from different areas of study in solving problems.
- Move beyond the application level to analyze, evaluate, and synthesize knowledge and skills from many areas of study.

- Function independently as learners, gathering information and making informed decisions in their everyday lives.

2.2.3 Levels of Competence

The West Virginia Board of Education will define acceptable levels of competence for the essential competencies as they are delivered through the programs of study.

2.3 Programs of Study

Programs of study will be designed by county boards of education and individual schools so that all students will master the essential competencies and develop thinking skills. Flexibility in scheduling and instruction must be utilized in delivering the programs of study to ensure that students achieve mastery of a common core of knowledge rather than simply complete a certain number of minutes in specific courses (i.e., Carnegie units). There must be a concerted effort to approach the seven programs of study in a sequential, cross-disciplinary and integrated manner. This will aid students in drawing connections between content area, school, and the outside world.

The programs of study are:

- English language arts, to include reading, writing, speaking, listening, spelling, handwriting and viewing.
- Mathematics and science (with an emphasis on experiential learning), to include quantitative reasoning and problem solving, scientific literacy, technology, the use and comprehension of data, and computer literacy.
- Social studies/humanities to include citizenship, American and world history, civics, economics, and geography, as well as service to others, respect for work, sensitivity to a multi-cultural society, and the responsibilities of democracy.
- The arts (music, art, drama, dance, and media arts), to provide an understanding and appreciation of the art forms and their role in cultural heritage, to develop an ability to express one's own concepts in an art form, and to understand the relationships between the arts and all other disciplines.
- Wellness (i.e., health, physical education) to include a comprehensive approach combining physical fitness and general health information with personal growth and development, personal decision-making, substance abuse education, AIDS education, and access to health and social services.

- Foreign languages to include speaking, listening, writing, reading, and literature in the foreign language; to improve students' use of English; and to aid in their knowledge and understanding of other cultures.
- Technical studies to include an understanding of the role of technology in society, the ability to apply technology in the completion of tasks within specific occupational areas, and the development of technical competence at levels needed for daily independent living, entering the workplace and continuing education.

The West Virginia Board of Education will review Policy 2510, Assuring the Quality of Education: Regulations for General, Vocational and Special Education Programs, and Policy 2520, The Criteria of Excellence: Instructional Goals and Objectives, along with current county board of education and individual school curriculum and instructional practices in order to make certain that all students in West Virginia have access to the full range of programs of study necessary for mastery of the essential competencies and acquisition of thinking skills.

2.4 Curriculum Frameworks

Within each program of study, the West Virginia Board of Education will define appropriate curriculum frameworks. The Board will, in this process, utilize the knowledge and expertise of instructional practitioners in West Virginia and will also review and consider the recommendations of national boards and associations and the practices of other states.

2.5 Instruction

County school systems and individual schools will be expected to revise their instructional practices so that learning at a high level for all students becomes the norm in West Virginia. The West Virginia Board of Education will revise Policy 2320, Performance Based Accreditation System: High Quality Standards, Annual Performance Measures, Annual Improvement Plan, On-Site Review, so that the two most critical components of the accreditation review process are (1) access for all students to the full range of the programs of study and (2) curricular and instructional revisions and practices that ensure that all students will learn at a high level.

Schooling should be conducive to the development of positive self-esteem in the learner and should engender a positive attitude about learning that will last for a lifetime. An integrated and/or inter-disciplinary team delivery of the programs of study in an active, interactive, experimental manner will make learning challenging, relevant, enjoyable, sensitive to learner needs, and conducive to the development of a positive self-image.

Teachers must exercise professional judgment to tailor instructional practices to meet the developmental needs of students. These practices must include, but are not limited to:

- Demonstrating an emphasis on active learning, classroom organization and management skills, questioning techniques, small group participation, student research, communication skills, and content integration to meet the needs of individual learners.
- Making learning an active process that includes posing and answering questions which take time, research, and drawing conclusions to answer. There must be many "hands-on" and lab experiences, including use of manipulatives and community resources. Students should be able to view their teachers as mentors who instruct them in the practice of learning.
- Creating opportunities for inter-disciplinary learning. All teachers must emphasize reading, writing, speaking, listening, spelling, handwriting and viewing.
- Using organizational strategies such as teach/reteach, cooperative learning, and peer teaching to ensure academic learning and to permit students to build self-esteem and develop working, productive relationships.
- Making computers and other technologies available to provide opportunities for creative instruction, both individually and within groups. Teachers in all subjects should be capable of taking advantage of these technologies.
- Selecting and using multiple types of instructional materials and educational technologies, including original sources and/or handbooks, to lessen the reliance on textbooks as the primary instructional materials used in schools. Reading comprehension in selection and use of instructional materials remains key.
- Providing variations in time, materials, learning styles, settings, and instructional methods for each student. It is necessary to specify the ways in which the programs of study will be individualized for students, whether through a four year plan, an Individualized Education Program (IEP), or some other method.

Students progress through school with cognitive, social and emotional needs which differ with age and maturity.

It is the intent of this policy that the education process for West Virginia students be a seamless one. There are, however, certain levels in a student's learning process that suggest differing needs, especially for instructional purposes.

These differing needs must be addressed so that mastery of essential competencies is emphasized at each level prior to student entrance into the next level with special emphasis on student mastery prior to the completion of grade four.

2.6 Graduation Requirements/Core Curriculum

The requirements of Policy 2444.01, Graduation Requirements for West Virginia Public Schools: Adolescent Education (Grades 9-12), remain in effect until modified by the West Virginia Board of Education.

The Board will review graduation requirements with the intent of increasing the core curriculum requirements. The Board will also review the time requirements associated with current North Central accrediting regulations with the intent of making time the variable and not the constant in student learning in West Virginia.

2.7 Certificates of Proficiency and Warranty

The use of certificates of proficiency and the provision of warranties is a method by which schools assure families, employers, and post-secondary educational institutions that students have mastered the identified essential competencies.

Schools are to provide a warranty as a guarantee to employers and post-secondary educational institutions that the graduate is capable of accomplishing tasks at or above the level listed on the certificate of proficiency. If employers or educational institutions determine the graduate does not perform at the stated level of proficiency, that graduate may return to the graduating school at no cost to receive additional schooling in the area(s) lacking proficiency. The warranty is in effect for five years after a student's graduation. County school systems must establish the proficiency level for issuance of the warranty at a minimum level of the 50th percentile on the 11th grade CTBS Basic Skills test.

Levels of proficiency for identified exceptional students may be determined by the Individualized Education Program (IEP) Committee and included in the student's IEP.

SECTION 3.0 School Responsibility and Accountability

3.1 Introduction

The West Virginia Board of Education determines that schools must be the unit of change for the successful implementation of this policy. Further, the Board recognizes that many persons are responsible for effecting the changes needed in the public schools. Thus, the education of children in West Virginia must be a shared responsibility among the entire school community, particularly parents through their personal and/or organized

involvement and support of schools and interest expressed in the education of their children. Accordingly, roles and responsibilities of those within the educational community must support the work of schools.

3.2 Responsibility of the Local School

The ultimate responsibility for translating statute, policy, rules, and/or regulations into programs, procedures, and practices that promote teaching and learning rests with each individual school. To effectively carry out this responsibility requires the commitment and involvement of teachers and administrators through curriculum teams, local school improvement councils, and faculty senates. Staff involvement must also be accompanied by the involvement of families, businesses, and the community that is served by the school.

Therefore, the professional and service personnel of each school, with the assistance and involvement of families, businesses, and the community, shall:

- Refine and implement programs of study that meet the needs of each student.
- Establish and maintain a school climate that ensures excellence in teaching and learning and maintains high expectations for student performance.
- Promote proficiency in the essential competencies and thinking skills at each developmental level.
- Review and revise the school curriculum to ensure that learning experiences are developed and delivered in a manner that ensures a high level of learning for all students.
- Utilize validated, research-based, innovative and/or exemplary instructional methods that result in student success.
- Evaluate and modify, if necessary, the school organizational structure to facilitate a high level of student learning.
- Monitor programs, personnel, student performance, and use of resources and then utilize the results of such monitoring to improve student learning.
- Emphasize the educational programs and opportunities available for all students.
- Involve families, businesses, and the community in programs and school improvement efforts.

3.3 School Organization and Decision-Making

Schools must create and utilize new methods for organizing time, personnel, and resources for the benefit of students. Each school, within the context of this policy, shall organize itself in a manner that will result in success for the particular students in that school. To encourage further restructuring, the West Virginia Board of Education and county boards of education will continue to identify and implement supportive policies and practices. Such initiatives will ensure that as many decisions as possible regarding the operation of the school are made at the school level.

3.4 School Accountability

The West Virginia Board of Education will, in the course of revising Policy 2320, Performance Based Accreditation System: High Quality Standards, Annual Performance Measures, Annual Improvement Plan, On-Site Review, pay particular attention to provisions that increase the accountability of the school for high levels of learning for all students. The Board will, in addition, explore new and creative methods for recognizing and rewarding schools that significantly increase learning opportunities and student learning.

SECTION 4.0 Personnel

4.1 Introduction

Effective change occurs only when those charged with implementing the change have ownership of the change. For this reason, educational personnel in schools and school systems must have the major role in deciding what those changes will be and how they will be implemented. To effect change and to assist staff in making sound decisions, priority must be given to staff development.

All professional personnel must share the responsibility for student mastery of the essential competencies and the acquisition of thinking skills.

4.2 Evaluation

Evaluation of professional personnel will be assured through the processes set forth in Policy 5310, Performance Evaluation of School Personnel.

4.3 Decision-Making

The West Virginia Board of Education strongly encourages greater use of faculty senates, local school improvement councils and curriculum teams as vehicles for making learning at a high level a reality for all West Virginia students. Each of these has a unique role in the change process at the school

level, and each can make substantial contributions toward restructuring the school to meet the unique learning needs of the students served.

Decisions will need to be based on current student data and research on successful learning practices. Processes will be developed at each school that integrate student data, research on best practices, and student assessment data into sound curricular and instructional decisions.

4.4 Professional Development

Restructuring of schools for improved instruction will require a substantial investment in continuous professional development for personnel serving the schools. County school systems and schools are urged to seek creative means of providing time for such professional development. The West Virginia Board of Education will expand the professional development activities it provides, especially for principals, and will work to increase the quantity and quality of professional development for all personnel.

4.5 Teacher Certification/Teacher Education

The West Virginia Board of Education will revise Policies 5202, Minimum Requirements for the Licensure of Educational Personnel, and Advanced Salary Classifications, and 5100, Approval of Educational Personnel Programs so that they complement the provisions of this policy and provide flexibility for county school systems in the preparation, recruitment and retention of teachers and administrators.

SECTION 5.0 Accountability

5.1 Introduction

The development of collective accountability is a necessary part of improving education in West Virginia. Ultimately, the entire community, including students, families, educators, business, and lay citizens, is accountable for the product of the educational system--confident, literate, technologically, and academically competent graduates who are productive, life-long learners.

The process of education must also be held to standards of accountability to ensure that the methods used to educate students are ethical, effective, efficient, legal, in accordance with best practices, and mindful of the health and safety of students.

5.2 Performance Based Accreditation System

Schools and school systems shall be held accountable through the Performance Based Accreditation System established by the

Legislature (Code §18-2E-5) and Policy 2320: Performance Based Accreditation System: High Quality Standards, Annual Performance Measures, Annual Improvement Plan, On-Site Review, which will be revised to reflect the provisions of this policy.

Norm-referenced or nationally-indexed testing shall be used at the state level to provide data about school, county or state performance. The information developed from these assessments shall be used as a measure of program effectiveness. Valid sampling techniques, with appropriate statistical reliability, shall be used to minimize over-testing of students.

Norm-reference testing, the Comprehensive Test of Basic Skills (CTBS) currently used in West Virginia, shall be administered to all students at the 3rd, 6th, 9th, and 11th levels until such time as the WV-STEP benchmark proficiency verification tests are available for levels 4, 8 and 10. Once the WV-STEP is fully developed, county systems will be assessed at designated levels with CTBS using a random sampling of students until such time as an appropriate instrument can be selected that yields national and other comparative data.

Accountability for the process of education shall occur through monitoring of compliance with standards or regulations that include legal issues such as due process rights, federal standards reviews, budget reviews, health and safety mandates, and similar procedural requirements.

5.3 Assessment

Accountability for individual student performance should be based upon a variety of observations and measurements that have appropriate validity and reliability.

Authentic assessment should be used in order to look at school settings and students holistically and developmentally and to provide qualitative evidence of achievement. The current writing assessment will continue in grades 4, 8 and 10.

The assessment program shall include both criterion and norm-referenced measurements. The purpose of the testing program shall be to identify student strengths and areas needing improvement, as well as to provide data for determining program effectiveness and for making sound educational decisions.

Criterion referenced testing (WV-STEP) shall be used to provide information to enable educators to match instruction to individual student needs and as a tool to enhance decision-making with students, families, teachers and administrators. As measurements are devised to assess mastery of the essential competencies, they will be considered for adoption as integral components for the assessment of individual student mastery.

5.4 Information Management System

The West Virginia Education Information System (WVEIS) is an accountability tool that permits efficient data storage, retrieval, and analysis for enhanced decision-making at all levels. The WVEIS shall be designed to provide information in an accessible manner that is minimally disruptive to the educational process.

Through computer-assisted record keeping, significant savings of time and resources can be realized. The data bases in WVEIS will permit analysis of student demographic data, student scheduling, student attendance, student grading, financial management, employee management, human resources management, and other areas. Through trend analysis, significant indicators of goal attainment can be monitored, analyzed, and reported to assist decision-making. Tracking of trends shall be an integral component of performance assessment as shall research into cause and effect, as well as correlational relationships, of existing and best practices.

SECTION 6.0 Implementation

6.1 County Boards of Education

County boards of education shall ensure implementation of this policy in a scope and manner that is consistent with the breadth and intent specified by the West Virginia Board of Education.

County boards of education shall establish, through policy, the environment for schools to organize themselves in a manner that will ensure mastery of the essential competencies and the acquisition of thinking skills.

6.2 West Virginia Department of Education

The West Virginia Board of Education recognizes the need for and shall provide substantial and appropriate professional development experiences to implement this policy.

In implementing this policy, the West Virginia Department of Education shall provide, on a consistent and equitable basis, the technical assistance necessary for county boards of education and schools to implement this policy.

2446b/91b
9/29/93
dav

RESPONSE FORM
POLICY 2000: LEARNING AT A HIGH LEVEL FOR ALL STUDENTS

Directions: Please use this form to comment on proposed Policy 2000:
Learning at a High Level for all Students

Individual/Organization: _____

Address: _____

General Comments:

Comments for Section 1.0

Comments for Section 2.0

Comments for Section 3.0

RESPONSE FORM - Page Two
Policy 2000: Learning at a High Level for all Students

Comments for Section 4.0

Comments for Section 5.0

Comments for Section 6.0

RETURN BY JANUARY 3, 1994 to:

**William J. Luff, Jr.
Associate State Superintendent
West Virginia Department of Education
Capitol Complex, Building 6, Room B-360
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330**

2446b/91b

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT POLICY 2000
LEARNING AT A HIGH LEVEL FOR ALL STUDENTS FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$1,425,000	\$775,000
PERSONAL SERVICES	\$	\$			
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$1,425,000	\$775,000
3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):					

Additional funds would be required for two purposes: assessment and professional development.

Assessment:

New WV-STEP benchmark tests would be needed at grades 4, 8 and 10. Estimated cost for development, testing, printing and training for these new tests would be \$875,000 with estimated annual cost thereafter of \$500,000.

Professional Development:

Substantial professional development would be needed for all members of the educational community. Estimated cost for providing this training would be \$550,000 for the 94-95 fiscal year and \$275,000 for each of the next two fiscal years over and above funds which would normally be available in the Department's budget.

IMPACTS
FISCAL:

STATE STAFF:

DATE September 29, 1993 AGENCY West Virginia Department of Education

2446b/91b

AUTHORIZED REPRESENTATIVE

[Signature]
William J. Luff, Jr.
Associate State Superintendent

RECEIVED
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 DEPARTMENT OF STATE