

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN, III

ADMINISTRATIVE LAW DIVISION

Form #5

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2004 JUL 20 P 3:15

OFFICE OF THE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §§18-1-4, 18-2-5, 18-2-7a, and 18-2E-5 and Public Law 107-110, No Child Left Behind Act of 2001

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W.Va. Code §§ 29A-3B-1, et seq.; W.Va. Board of Education v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 13

TITLE OF RULE BEING AMENDED: A Process for Improving Education - Performance Based Accreditation System (2320)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS August 19, 2004.



David Stewart
State Superintendent of Schools

**EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION**

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

PUBLIC COMMENT PERIOD ENDED: June 14, 2004

DATE: July 2004

BACKGROUND

House Bill 4001 passed by the regular session of the West Virginia Legislature, amended and reenacted W.Va. Code §18-2E-5. Process for improving education; education standards and accountability measures; office of education performance audits; school accreditation and school system approval; intervention to correct impairments. West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System* was subsequently revised to reflect the legislative changes. The policy was on public comment until June 14, 2004.

Comments were received from three (3) individuals. Comments accepted were based on changes in state statute or in West Virginia's Title I School Improvement Plan.

PURPOSE

The purpose of this Board item is to seek approval for Policy 2320 revisions according to the responses received during the comment period and to include the proposed changes made by the West Virginia Legislature in House Bill 4001.

PROPOSAL

The proposed Policy 2320 is based on the comments received as noted in the comment log.

IMPACT

Approval of Policy 2320 will align West Virginia's accountability system with House Bill 4001.

126CSR13

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2004 JUL 20 P 3:15

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

STATE OF WEST VIRGINIA
SECRETARY OF STATE

SERIES 13
A PROCESS FOR IMPROVING EDUCATION:
PERFORMANCE BASED ACCREDITATION SYSTEM (2320)

§126-13-1. General.

1.1. Scope. -- This rule establishes an accountability system to determine the adequate yearly progress of West Virginia public schools and a system of education performance audits which measures the quality of education and the preparation of students based on the standards and measures of student, school, and school system performance and processes. The system of performance audits shall assist the West Virginia Board of Education, the Legislature, the Governor, and the Process for Improving Education Council in ensuring that the high quality educational standards and annual performance measures and progress are met by schools and school systems and that a thorough and efficient system of schools is provided.

1.2. Authority. -- W.Va. Constitution, Article XII, §2; W.Va. Code §§18-1-4; 18-2-5; 18-2-7a; and 18-2E-5; and Public Law 107-110, *No Child Left Behind Act of 2001*.

1.3. Filing Date. -- July 20, 2004

1.4. Effective Date. -- August 19, 2004

1.4.1. Unless specified otherwise within the policy.

§126-13-2. Purpose.

2.1. The West Virginia Board of Education establishes a process for improving education that includes standards, assessment, accountability, and capacity building to provide assurances that a thorough and efficient system of schools is being provided for all West Virginia public school students on an equal education opportunity basis and that the high quality standards are, at a minimum, being met. This requires the provision of an adequate level of appropriately managed resources.

2.2. The accreditation process will include an evaluation of each school's needs for facilities, personnel, curriculum, equipment and materials and how those impact program and student performance.

126CSR13

2.3. Schools are expected to meet performance measures in the following areas: student performance and progress as measured by a uniform statewide assessment program, participation rate in the statewide assessment program, and school attendance rate or graduation rate for schools with a 12th grade.

2.4. The performance measures and high quality standards provide assurance that schools and county boards are making progress in achieving the legislatively established education goals of the state of West Virginia. (W.Va. Code §18-1-4)

2.4.1. Goal 1. All children entering the first grade will be ready for the first grade.

2.4.2. Goal 2. All students will have equal education opportunities.

2.4.3. Goal 3. Student performance on national measures of student performance will equal or exceed national averages and the performance of students falling in the lowest quartile will improve by fifty percent.

2.4.4. Goal 4. Ninety percent (90%) of ninth graders will graduate from high school.

2.4.5. Goal 5. High school graduates will be fully prepared for college, other post-secondary education or gainful employment. The number of high school graduates entering post-secondary education will increase by fifty percent (50%).

2.4.6. Goal 6. All working age adults will be functionally and technically literate. Schools, colleges, and universities will be used as centers for lifelong learning.

2.5. The West Virginia Board of Education Refined Goals adopted December 14, 2000 are in addition to the statutory goals.

2.5.1. Ready children to learn.

2.5.2. Teaching all children to read.

2.5.3. Ensuring individual mastery of the basic skills in reading, writing, and mathematics.

2.5.4. Building middle level education.

2.5.5. Strengthening adolescent education.

2.5.6. Developing responsibility, citizenship, and strong character in students.

2.5.7. Preparing students for lifelong learning.

126CSR13

2.6. West Virginia Board of Education Goals amended 2004.

2.6.1. All students shall master or exceed grade level educational standards.

2.6.2. All students shall receive a seamless pre-kindergarten through 20 curriculum designed and delivered with broad stakeholder involvement to promote lifelong learning.

2.6.3. All students and school personnel shall develop and promote responsibility, citizenship, strong character and healthful living.

2.6.4. All students shall be educated in school systems that operate and deliver services efficiently and effectively.

2.6.5. All students shall be educated by highly qualified personnel.

§126-13-3. Responsibility.

3.1. The West Virginia Board of Education has responsibility through the system of education performance audits and otherwise to ensure that a thorough and efficient system of schools is being provided and to improve student, school, and school system performance and progress through an assessment and accountability system that includes:

3.1.1. The assessment of student, school, and school system performance and progress and the processes in place in schools and school systems which enable student performance and progress.

3.1.2. The review of school and school system Unified Improvement Plans.

3.1.3. The periodic, announced on-site review of school and school system performance and progress and compliance with the standards.

3.2. The West Virginia Board of Education shall use school and school system assessment information from the system of education performance audits to assist it in the following:

3.2.1. Determining school accreditation and school system approval status.

3.2.2. Holding schools and school systems accountable for the efficient use of existing resources to meet or exceed the standards.

3.2.3. Targeting additional resources when necessary to improve performance and progress.

126CSR13

3.3. The West Virginia Board of Education shall make accreditation information available to the Legislature; the Governor; the general public, and to any individuals who request such information subject to the provisions of any act, rule, or regulation restricting the release of information.

3.4. The West Virginia Board of Education shall establish early detection and intervention programs using the available resources as it deems appropriate including the West Virginia Department of Education, the Regional Educational Service Agencies, the Center for Professional Development, and the Principals' Academy, as appropriate, to assist underachieving schools and school systems to improve performance before conditions become so grave as to warrant more substantive state intervention. Assistance shall include, but is not limited to, providing additional technical assistance and programmatic; professional staff development; providing monetary, staffing, and other resources available where appropriate; and, if necessary, making appropriate recommendations to the Process for Improving Education Council.

3.5. Office of Education Performance Audits. The West Virginia Board of Education shall establish an Office of Education Performance Audits to assist the West Virginia Board of Education and the Process for Improving Education Council in the operation of a system of education performance audits. The Office of Education Performance Audits shall report directly to and be responsible to the West Virginia Board of Education and the Process for Improving Education Council.

3.6. The Office of Education Performance Audits shall assist the West Virginia Board of Education in making determinations regarding the accreditation status of schools and the approval status of school systems.

3.7. The West Virginia Education Information System staff shall provide the Office of Education Performance Audits research and analysis data on the performance and progress of students, schools, and school systems.

3.8. Under the direction of the West Virginia Board of Education the Office of Education Performance Audits shall receive assistance from the West Virginia Department of Education, the Regional Educational Service Agencies, the Center for Professional Development, the Principals' Academy, and the School Building Authority to carry out the duties assigned to the office.

3.9. Responsibilities of the Office of Education Performance Audits include the following:

3.9.1. Assure that all statewide assessments of student performance used as annual performance measures are secure.

126CSR13

3.9.2. Administer all accountability measures including processes for the accreditation of schools and the approval of school systems and recommendations to the West Virginia Board of Education on appropriate action including accreditation and approval action.

3.9.3. Determine what capacity may be needed by schools and school systems to meet the standards established by the Legislature and the West Virginia Board of Education, and recommend to the West Virginia Board of Education and the Process for Improving Education Council plans to establish those needed capacities.

3.9.4. Determine whether statewide system deficiencies exist in the capacity of schools and school systems to meet the standards established by the West Virginia Board of Education, including the identification of trends and the need for continuing improvements in education, and report those deficiencies and trends to the West Virginia Board of Education and the Process for Improving Education Council.

3.9.5. Determine staff development needs of schools and school systems to meet the standards established by the Legislature and the West Virginia Board of Education, and make recommendations to the West Virginia Board of Education, the Process for Improving Education Council, the Center for Professional Development, the Regional Educational Service Agencies, the Higher Education Policy Commission, and the county boards of education.

3.9.6. Identify exemplary schools and school systems and best practices that improve student, school, and school system performance, and make recommendations to the West Virginia Board of Education and the Process for Improving Education Council for recognizing and rewarding exemplary schools and school systems and promoting the use of best practices. The West Virginia Board of Education shall provide information on best practices to county school systems and shall use information identified through the assessment and accountability processes to select schools of excellence.

3.9.7. Develop reporting formats, such as check lists, which shall be used by the appropriate administrative personnel in schools and school systems to document compliance with various applicable laws, policies, and process standards as considered appropriate and approved by the West Virginia Board of Education, including, but not limited to, the use of State and local policy for the evaluation of all school personnel, the participation of students in appropriate physical assessments as determined by the West Virginia Board of Education, which assessment may not be part of the accountability system; the appropriate licensure of school personnel; and the school provides multicultural activities. Information contained in the reporting formats shall be examined during an on-site review to determine compliance with laws, policies, and standards. Intentional and grossly negligent reporting of false information contained in the reporting formats are grounds for dismissal.

§126-13-4. Measures for Determining Adequate Yearly Progress (AYP) for West Virginia Public Schools.

4.1. The Annual Performance Measures are measures of student, public school, and county school district performance and progress and comprise the West Virginia accountability system. The following annual measures of student, school, and school system performance and progress shall be the only measures for determining school accreditation and school district approval: Student achievement, student participation rate in the statewide assessment, graduation rate for schools with grade 12, and attendance rate for elementary and middle schools data are reviewed annually to determine adequate yearly progress (AYP) for all West Virginia public schools and local education agencies (LEAs). For the purpose of determining AYP, West Virginia public schools are defined as those elementary, middle, and high schools established and maintained at public expense through the state aid formula. The LEA is defined as the county school district. For the purpose of determining AYP, all students, including students in all subgroups (All Students, Economically Disadvantaged, Racial/Ethnicity White, Racial/Ethnicity Black, Racial/Ethnicity Hispanic, Racial/Ethnicity Asian, Racial/Ethnicity American Indian/Alaskan, Students with Disabilities, and Limited English Proficiency Students), must annually meet the identified percentage of students to be at the mastery (proficient) level for each of the AYP indicators: student achievement, participation rate, and graduation rate or attendance rate. The indicators defined in Sections 5.1.1, 5.1.2, 5.1.3, and 5.1.4 will be used for determining AYP. Additionally, the safe harbor provision in Section 5.1.1 (b) will allow schools and LEAs that failed to meet the proficiency level for achievement an alternative method of demonstrating that they have made AYP. The accreditation status of schools and the approval status of county school districts will be determined for the 2002-2003 school year and thereafter using annual performance measures included in Sections 5.1.1, 5.1.2, 5.1.3, and 5.1.4.

4.2. For purposes of AYP determination the following definitions will be applied: elementary school has any grade configuration grades K-7, but not grade 8; middle school is a school that is not an elementary school and contains grade 8, but does not contain grade 12; high school is any school that contains a grade 12.

4.3. All public schools and LEAs will be held to the same criteria in the AYP determination for 2003-2004 and thereafter. Students who attend alternative education programs as defined in W.Va. 126CSR20, West Virginia Board of Education Policy 2418, *Regulations for Alternative Education Programs for Disruptive Students* (hereinafter Policy 2418), shall be included in the state accountability system by having individual test scores aggregated in the results of the home county school district/school of referral.

4.3.1. All students with disabilities in West Virginia public schools as defined under Section 602(3) of the *Individuals with Disabilities Education Act* (IDEA) amendments of 1997 and W.Va. 126CSR16, West Virginia Board of Education Policy 2419, *Regulations for the Education of Exceptional Students* (hereinafter Policy 2419), will participate in the West Virginia assessment program. The Individualized Education Program (IEP) Team will

126CSR13

determine how students with disabilities will participate in the statewide assessment program, i.e., West Virginia Educational Standards Test (WESTEST) or the West Virginia Alternate Assessment Program, as defined in W.Va. 126CSR14, West Virginia Board of Education Policy 2340, *Statewide Assessment Program* (hereinafter Policy 2340), and Policy 2419. The West Virginia Alternate Assessment will yield reading/language arts and mathematics assessment results for inclusion in AYP determination.

4.3.2. Five performance levels have been identified for the new statewide assessments West Virginia Educational Standards Test (WESTEST). The WESTEST is comprised of custom-developed assessments that include multiple measures in reading/language arts, mathematics, science, and social studies. The assessments will be administered in grades 3 through 8 and grade 10.

4.3.3. Students' scores from the West Virginia Alternate Assessment will be aggregated with those from the WESTEST for all students and each subgroup. The following process was developed to aggregate the scores from the West Virginia Alternate Assessment with those from the WESTEST for the school, county school district, and state results.

a. The number of students scoring at the Awareness performance level on the West Virginia Alternate Assessment will be added to the number of students scoring within the Novice performance level of the WESTEST.

b. The number of students scoring at the Progressing performance level on the West Virginia Alternate Assessment will be added to the number of students scoring within the Partial Mastery performance level of the WESTEST.

c. The number of students scoring at the Competent performance level on the West Virginia Alternate Assessment will be added to the number of students scoring within the Mastery performance level of the WESTEST.

d. The number of students scoring at the Generalized performance level on the West Virginia Alternate Assessment will be added to the number of students scoring within the Above Mastery performance level of the WESTEST.

4.3.4. The performance of all students who are enrolled in a public school for a full academic year will be included in the performance measures that determine AYP, accreditation status of schools, and the approval status of local education agencies (LEAs). W.Va. 126CSR13, West Virginia Board Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* (hereinafter Policy 2320).

4.4. The five levels of student achievement for the WESTEST in reading/language arts and mathematics include: distinguished, above mastery, mastery, partial mastery, and novice. Students scoring at or above the mastery level are defined as proficient.

126CSR13

4.4.1. Distinguished. Student demonstrates knowledge, comprehension, application, analysis, synthesis, and evaluation of skills which exceed the standard.

4.4.2. Above Mastery. Student demonstrates knowledge, comprehension, application, and analysis of skills which exceed the standard.

4.4.3. Mastery. Student demonstrates knowledge, comprehension, and application of skills which meet the standard.

a. The mastery level or above has been identified as meeting the proficient level specified in *No Child Left Behind Act of 2001*.

4.4.4. Partial Mastery. Student demonstrates knowledge and recall of skills toward meeting the standard.

4.4.5. Novice. Student does not demonstrate knowledge and recall of skills needed to meet the standard.

4.5. All public school students are included in West Virginia's accountability system.

4.5.1. For all students in every public school and LEA, all data regarding assessment and attendance or graduation is collected for each student through the West Virginia Education Information System (WVEIS) and is used for reporting school, county school district, and state accountability results.

4.5.2. The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period.

4.5.3. All students with limited English proficiency (LEP) in West Virginia public schools are required to participate in the West Virginia statewide assessment program, as required by West Virginia Board of Education Policy 2340. Limited English Proficiency (LEP), when used with reference to individuals, means (a) individuals who were not born in the United States or whose native language is a language other than English; (b) individuals who come from environments where a language other than English is dominant; and (c) individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. For purposes of making AYP determinations, West Virginia will count the scores of former LEP students in the LEP subgroup for two years after those students are no longer considered to be LEP.

126CSR13

4.5.4. All subgroups as required by *No Child Left Behind Act of 2001*, including students with limited English proficiency, who are enrolled in a school for a full academic year will be included in the performance level measures that determine AYP, accreditation status of schools, and the approval status of LEAs.

4.6. West Virginia's definition of adequate yearly progress (AYP) is based on continuous and substantial growth in student achievement, such that all students are proficient in reading/language arts and mathematics by the end of the 2013-2014 school year.

4.6.1. West Virginia's definition of AYP requires all students to be proficient in reading/language arts and mathematics by the end of the 2013-2014 school year and requires all students and each subgroup to be held accountable to meet all of the academic indicators used to measure AYP, percent proficient in reading/language arts and mathematics, percent of participation in the assessments, graduation rate for secondary schools; and attendance rate for elementary and middle schools.

4.6.2. The public school/LEA will not be required to disaggregate graduation rate and attendance rate data into the subgroups for accountability unless the school/LEA is using the safe harbor provision to meet AYP.

4.6.3. All subgroups as required by *No Child Left Behind Act of 2001* will be held accountable to the academic indicators of reading/language arts and mathematics. A ten-year time line is required for public schools to reach the goal of 100 percent (100%) of students proficient in reading/language arts and mathematics by the end of the 2013-2014 school year. Annual intermediate goals will be established, beginning in the school year 2005–06, to assure increases in the percentage of students proficient in reading/language arts and mathematics over the next eight years.

4.7. Starting in the 2003-2004 school year, separate starting points will be established for reading/language arts and mathematics for public schools by elementary, middle, and high school grade spans, with the goal of having a common starting point statewide for all public schools with similar grade configurations based on West Virginia Educational Standards Test (WESTEST) and West Virginia Alternate Assessment results. West Virginia will recalculate the starting point, using the average of two years of assessment data (2003-04 and 2004-05) for reading/language arts and mathematics. This will serve as the adequate yearly progress (AYP) standard for the 2004-05 school year. These averages will be used to determine intermediate goals and annual measurable objectives by grade configuration for the next eight years.

4.7.1. Calculating the starting point for AYP.

a. All West Virginia public schools will be ranked in order according to the

126CSR13

percentage of students who scored at the proficient level or above in reading/language arts in spring 2004. A different starting point will be calculated for public elementary, middle and high schools. The same process is applicable for calculating the starting point for mathematics.

A. The total students in the enrollment records for each school after they have been ranked based on the percent of students who scored at the proficient level or above.

B. The cumulative enrollment is calculated beginning with the school with the smallest percent of proficient students in reading/language arts and separately for mathematics.

C. Multiply the total student enrollment for West Virginia public schools (top cumulative enrollment number) by twenty percent (20%) to find twenty percent (20%) of the total student enrollment.

D. Count up from the school with the smallest percent of students proficient in reading/language arts and separately for mathematics to identify the public schools whose combined school populations represent twenty percent (20%) of the total student enrollment (cumulative enrollment).

E. The largest percent of students who scored at the proficient level in reading/language arts and mathematics from the public schools identified in Section 4.7.1(D) is the minimum starting point for reading/language arts and mathematics.

b. The grade span starting points will be used to establish the state-level projections for intermediate goals and annual measurable objectives for reading/language arts and mathematics for each grade span: elementary, middle, and high school until 2013-2014. These goals and objectives will be set separately for reading/languages arts and mathematics. The goals and objectives will be different for each grade configuration.

c. In the summer of 2005, the intermediate goals will be established for the remaining years through 2014. This will bring one hundred percent (100%) of the students to the proficiency level by 2014.

d. Growth objective (safe harbor provision). If any student subgroups do not meet the state annual measurable objectives, the public school or LEA may be considered to have met AYP if the percentage of students in the non-proficient subgroup:

A. Decreased by ten percent (10%) on the reading/language arts and mathematics indicators from the preceding school year, and

B. Made progress on one or more of the other indicators, or is at/above the

126CSR13

target goal for that indicator.

4.8. West Virginia's accountability system bases its annual determination of whether each public school and local education agency (LEA) makes adequate yearly progress (AYP) on the achievement of all students, including subgroups as required by No Child Left Behind. West Virginia's AYP calculation also incorporates the other academic indicators of graduation rate for secondary schools and attendance rate for elementary/middle schools. NOTE: For accountability purposes, the public school or LEA will not be required to disaggregate graduation rate and attendance rate data into the subgroups unless the school or LEA is using the safe harbor provision to meet AYP.

4.8.1. West Virginia will use a decreasing trend calculation under the safe harbor provision to identify schools that failed to meet AYP. A West Virginia public school or LEA may be considered to have made AYP as defined in Section 5.1.1. (b).

a. The West Virginia Education Information System (WVEIS) collects student, school, and LEA data by unique identifiers and generates aggregate school, LEA, and state report cards by the different subgroups for assessment scores, participation rates, graduation rate or attendance rate, gender and migrant status.

4.9. Students' scores from the West Virginia Alternate Assessment will be aggregated with those from the West Virginia Educational Standards Test (WESTEST) for all students and each subgroup. The process used to aggregate the scores from the West Virginia Alternate Assessment with those from the WESTEST for the public school, county school district, and state results is described in Section 4.3.3. a, b, c, and d.

4.10. West Virginia's graduation rate is measured using the number of students who graduate from a public high school with a regular diploma, not including a Graduate Equivalency Diploma (GED) or any other diploma not fully aligned with the state's academic standards, in the standard number of years. For students with disabilities, the student's Individualized Education Plan (IEP) will determine the standard number of years for graduation.

4.10.1. The calculation for the graduation rate is the method recommended by the National Center for Education Statistics (NCES). The formula is: Total number of four year graduates divided by the sum of the total number of four year graduates plus the dropouts for the four years of high school for this class of graduates $g_t / (g_t + d_t^{12} + d_{(t-1)}^{11} + d_{(t-2)}^{10} + d_{(t-3)}^9)$. G=graduates; t=year of graduation; d=dropouts; and 12, 11, 10, and 9=class level. For the AYP determination the graduation rate calculation will be used for accountability at the public school/LEA/state education agency (SEA) levels, but will not be used for each subgroup. However, for public schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicator, the graduation rate standard must be met by each of the nine subgroups. Schools will be considered as having met the AYP if they meet or exceed the standard or if they have made improvement toward the standard.

§126-13-5. Annual Performance Measures for Accountability.

5.1. Accountability. For the purpose of determining adequate yearly progress (AYP) for public school and county school district accountability, only the assessment scores of students who are enrolled in a public school for a full academic year will be included in the AYP calculation.

5.1.1. Achievement.

a. A student who is enrolled continuously in that school from the first instructional day of September to the spring testing window will be included when determining if the school has made adequate yearly progress. A student is continuously enrolled if s/he has not transferred or dropped out of that school. A student who is continuously enrolled in the LEA from the first instructional day of September to the spring testing window will be included when determining if the LEA has made adequate yearly progress. A student who is enrolled continuously in the state from the first instructional day in September to the spring testing window will be included when determining if the state has made adequate yearly progress.

b. Safe harbor provision. A safe harbor provision for meeting AYP is available to the public school/LEA/state that fails to meet AYP for the achievement indicator, i.e., percentage of students attaining mastery in reading/language arts and mathematics on the WESTEST or the West Virginia Alternate Assessment in grades 3-8 and 10 for 2003-04 and thereafter. In order to meet AYP using the safe harbor provision, the school/LEA/state must: 1) decrease by ten percent (10%) from the preceding year the number of students in the less than mastery subgroup on the achievement indicators, i.e., percentage of students proficient in reading/language arts and mathematics on the WESTEST or West Virginia Alternate Assessment in grades 3-8 and 10 for 2003-04 and thereafter; and 2) have made progress on one or more of the other indicators in Section 5.1; or be at/above the target goal for that indicator and 3) attain a ninety-five percent (95%) participation rate in the current year or a two (2) or three (3) year average.

A. Beginning with the 2003-04 school year and thereafter, all students enrolled for a full academic year in grades 3, 4, 5, 6, 7, 8 and 10, including students in each subgroup as required by *No Child Left Behind Act of 2001* which contains fifty (50) or more students must annually meet the identified percent of students to be at the mastery (proficient) level for each of the AYP indicators (student achievement, participation rate, graduation rate or attendance rate) using data from the spring 2004 administration of the new state assessment West Virginia Educational Standards Test (WESTEST), under standard conditions, standard conditions with accommodations, or on the West Virginia Alternate Assessment in reading/language arts and mathematics in order to make AYP for the achievement indicators; or meet the safe harbor provision for AYP described in Section 5.1.1. (b). During the first year of the WESTEST, the statewide aggregate percentage of

126CSR13

students that meets or exceeds the performance level of proficient (mastery) for the respective grade spans will serve as the AYP. For schools that do not meet the minimum N (number) in the tested class levels, the AYP will be determined using the total aggregate population and averaging the WESTEST scores over a three (3) year period.

5.1.2. Participation rate. A minimum of ninety-five percent (95%) in the current or a two (2) or three (3) year average of all students enrolled in a public school/county school district/state, including students in each subgroup as required by *No Child Left Behind Act of 2001*, must participate in the statewide assessment WESTEST or the West Virginia Alternate Assessment in reading/language arts or mathematics in 2003-04 and thereafter. Students with a significant medical emergency may be exempt from the calculation of participation rate for AYP provided that the county superintendent has proper documentation. (Policy 2340; Policy 2419; Policy 2510)

5.1.3. Attendance rate. The student attendance rate for elementary and middle schools is at or above ninety percent (90%) or the percentage of students meeting the attendance rate show improvement from the preceding year. The student attendance rate will be adjusted for students excluded as a result of the Productive and Safe Schools Act (W.Va. Code §18A-5-1a) and school bus transportation interruptions W.Va. 126CSR81, West Virginia Board of Education Policy 4110, *Attendance Policy*, (hereinafter Policy 4110). Additional exclusions include excused student absences, students not in attendance due to disciplinary measures, and absent students for whom the attendance director has pursued judicial remedies to compel attendance to the extent of his or her authority. For the AYP determination, the attendance rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the attendance rate standard must be met by the subgroup/s not meeting AYP.

5.1.4. Graduation rate. The student graduation rate is eighty percent (80%) or the percentage of students meeting the student graduation rate shows improvement. The graduation rate is calculated according to the high school completer formula recommended by the National Center for Education Statistics (NCES) with the additional condition that graduates include only those students who receive a regular diploma in the standard number of years and does not include students receiving the GED. For the AYP determination, the graduation rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the graduation rate standard must be met by the subgroup/s not meeting AYP.

§126-13-6. High Quality Standards. The West Virginia Board of Education hereby adopts education standards for student, school, and school system performance and processes which assure that graduates are prepared for continuing post-secondary education, training, and work and that schools and school systems are making progress toward achieving the education goals. Each county board of education, in order to define its education program,

126CSR13

shall establish policies and implement written procedures that reflect the education standards adopted by the West Virginia Board of Education.

6.1. Curriculum. Programs of study are arranged so that curriculum, instructional practices, and instructional materials ensure that all students have equal opportunity to acquire the knowledge and skills needed to succeed academically and in the workplace.

6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

6.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter Policy 2510) for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

126CSR13

6.1.10. Approved elective offerings. An elective offering must be based on approved West Virginia Board of Education content standards and objectives, if available, or have written content standards and objectives that are approved by the county board. (Policy 2510)

6.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

6.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

6.1.14. Alignment with job market opportunities. The technical and adult programs in the school are aligned with first local, and then state, then national job market opportunities. (Policy 2510)

6.2. Student and School Performance. The school's education program ensures that students are taught at developmentally appropriate levels, are provided the opportunity and encouraged to advance to their potential, and graduate with the knowledge and skills needed to succeed in a competitive, changing society.

6.2.1. Unified County and School Improvement Plans. A Unified County Improvement Plan and a Unified School Improvement Plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

6.2.2. Counseling services. Counselors shall spend at least seventy-five percent (75%) of the work day in a direct counseling relationship with students, and shall devote no more than twenty-five percent (25%) of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

6.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

126CSR13

6.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

6.3. Alternative Education. Alternative education programs are provided that meet the education needs of students. (Policy 2418)

6.3.1. Alternative education. Alternative education programs meet the requirements of Policy 2418. (W.Va. Code §18-2-6 and §18-5-19; Policy 2418)

6.4. Regulatory Agency Reviews. School facilities are safe and meet the needs of students as determined by West Virginia's Regulatory Agencies.

6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

6.5. Administrative Practices and School-Community Relations. Schools, communities, and local businesses develop collaborative partnerships that support teaching and learning to ensure that schools deliver a high quality education program and are centers for lifelong learning.

6.5.1. Parents and the community are provided information. Staff members provide parents and the community with understandable information and techniques for helping students learn.

6.5.2. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)

6.5.3. Statewide assessment. Test security measures are in place for the WESTEST. All students in the school participate in the statewide assessment program that includes state content assessments on the West Virginia Educational Standards Test (WESTEST) or West Virginia Alternate Assessment at grades 3-8 and 10 and the writing assessment at

126CSR13

grades 4, 7, and 10. Students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan may be assessed on the state content assessments under one of the following conditions: standard conditions, standard conditions with accommodations, or non-standard conditions with modifications. Students unable to participate in the standardized assessment under these conditions and who meet the alternate assessment criteria will participate in the West Virginia Alternate Assessment. Education Performance Audit teams will verify the eligibility of any student tested under standard conditions, standard conditions with accommodations, alternative assessment, or medically fragile student exemptions. Students who are continuously enrolled in the public school from the end of the second school month to the spring assessment administration will be considered in the accountability system. (Policy 2340; Policy 2419; Policy 2510)

6.5.4. Physical Assessment. The school participates in the appropriate statewide physical assessment program (currently Presidential Physical Fitness Test).

6.6. Personnel. County boards shall employ personnel to deliver high quality programs and services to all public school students that ensure academic success; implement employment hiring and assignment practices that conform with W.Va. Code and West Virginia Board of Education policy; and promote the development of human resources.

6.6.1. Hiring. County boards follow hiring practices set forth in W.Va. Code. (W.Va. Code §§18A-4-7a, 18A-4-8, and 18-2E-3f)

6.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

6.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

6.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools. The county and school maintain a safe, drug free, violence free, and disciplined learning environment that ensures the physical, social, and emotional well being of students and staff and that respects individual differences.

126CSR13

6.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

6.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 2422.5A; Policy 4373; Policy 2515)

6.8. Leadership. Effective leadership exists at the school district, school, and classroom levels.

6.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

§126-13-7. Indicators of Efficiency. Indicators of efficiency for student and school system performance and processes will be reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; transportation; facilities; administrative practices; personnel; utilization of Regional Educational Service Agency, or other regional services that may be initiated between and among participating county boards. The indicators of efficiency are developed for use by the appropriate divisions within the West Virginia Department of Education to ensure efficient management and use of resources in the public schools.

7.1. Indicators of Efficiency. The school district and school use existing resources efficiently and effectively for student, school, and school system performance and progress.

7.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

7.1.2. Transportation. The school district evaluates the cost containment and effectiveness of the transportation system and provides students efficient transportation services consistent with State laws and policies.

7.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serves the student population. (W. Va. Code §18-9D-15 and §18-9D-16d)

7.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree to which managerial/administrative

126CSR13

services provided to the schools establish and support high quality curriculum and instructional services.

7.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.

7.1.6. Regional Educational Service Agency. The school district effectively utilizes Regional Educational Service Agency programs and services or other regional services that may be initiated between and among county boards.

§126-13-8. County and School Improvement Plan Process.

8.1. Each county board shall develop a five-year Unified County Improvement Plan and each school shall develop a five-year Unified School Improvement Plan. The county plan is due by September 15, 2005 and the school plan is due October 15, 2005. Each respective plan shall include the mission and goals of the school or school system to improve student, school, or school system performance and progress, as applicable.

8.2. The plan shall be revised annually in each area in which the school or school system is below standard on the annual performance measures.

8.2.1. The revised plan shall include each annual performance measure which the school or system fails to meet the standard for performance or progress, the action to be taken to meet each measure, a separate time line and a date certain for meeting each measure, a cost estimate and, when applicable, the assistance to be provided by the West Virginia Department of Education and other education agencies to improve student, school, or school system performance and progress to meet the annual performance measure.

8.2.2. The revised county plan also shall identify any deficiency reported on the check lists, including any deficit more than a casual deficit by the county board.

8.3. The West Virginia Department of Education shall make available on and after the first day of July 2004, to all public schools an electronic Unified School Improvement Plan boilerplate designed for use by all schools which incorporates all required aspects and satisfies all improvement requirements of the *No Child Left Behind Act*.

8.4. The county superintendent and board president and each school's principal shall sign a statement verifying that the information submitted in the county and school Unified Improvement Plan and check list is accurate in accordance with W.Va. Code §18-2E-6. Willfully or knowingly falsifying information contained in the annual school check list shall result in the administrative leader's certificate being revoked.

126CSR13

8.5. At the direction of the West Virginia Board of Education upon its determination that the performance and progress of the school or school system are persistently below standard or other circumstances warrant an on-site review, on-site review teams will assess the county's or a school's compliance and progress with the high quality standards and performance measures. (W.Va. Code §18-2E-5) The teams will review effectiveness of the Unified County Improvement Plan and the Unified School Improvement Plans. Compliance with the annual check list provided by the schools will also be determined.

§126-13-9. School Accreditation Status.

9.1. The West Virginia Board of Education annually shall review the information from the system of education performance audits submitted for each school and shall issue to every school one of the following: Exemplary accreditation status, full accreditation status, conditional accreditation status, temporary accreditation status, or seriously impaired status.

9.2. Exemplary accreditation status shall be issued to a school when the school's performance and progress meet or exceed the standards adopted by the West Virginia Board of Education.

9.3. Full accreditation status shall be issued to a school when the school's performance and progress meet or exceed the standards adopted by the West Virginia Board of Education and the school does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education. A school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies.

9.4. Conditional accreditation status shall be issued to a school when the school's performance and progress are below AYP, but the school's Unified Improvement Plan has been revised to improve performance and progress on the standard or standards by a date or dates certain, the plan has been approved by the West Virginia Board of Education, and the school is meeting the objectives and time line specified in the revised plan.

9.5. Temporary accreditation status shall be issued to a school when the school's performance and progress are below AYP for two (2) or more consecutive years. Schools and county school districts will be notified of any subgroup that initially has not met adequate yearly progress (AYP) in one year on any indicator; however, the school/county school district will be considered to have met the AYP standard and will not be identified as a temporary accreditation status school nor will the school/county school district be identified for improvement under §1116(b)(1)(A) NCLB. Schools and county school districts are encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

126CSR13

9.5.1. Whenever a school is issued temporary accreditation status, the county board shall ensure that the school's Unified School Improvement Plan is revised to increase the performance of the school to a full accreditation status level. The revised plan shall include objectives, a time line, a plan for evaluation of the success of the improvements, cost estimates, and a date certain for achieving full accreditation status.

9.5.2. The revised Unified School Improvement Plan shall be submitted to the West Virginia Board of Education for approval.

9.5.3. Schools receiving Title I Part A funding shall be identified for improvement under §1116(b)(1) through (14).

9.6. Seriously impaired status shall be issued to a school when the West Virginia Board of Education determines that extraordinary circumstances exist.

§126-13-10. Exemplary Accreditation Status. A school shall be awarded exemplary accreditation status by the West Virginia Board of Education when all the following performance measures listed are achieved and all the high quality standards are met.

10.1. The highest ten percent (10%) of schools in the All Students (AS) subgroup in reading/language arts and mathematics in each category (elementary school, middle school, and high school), as defined by Section 4.2 of this policy, and the school achieves AYP in each subgroup.

10.2. The student attendance rate is at or above ninety-four percent (94%) in the most recent year for which data are available.

10.3. The student dropout rate is at or less than three and six tenths percent (3.6%) in the most recent year for which data are available.

10.4. Twenty percent (20%) or more of the school's students score at or above 3 on the Writing Assessment.

10.5. The percentage of graduates of high schools who declare their intent to enroll in college and other post-secondary education is fifty-five percent (55%) or above for the year 2005.

10.6. The percentage of students who successfully complete Advanced Placement, dual credit, and honors classes as defined in Policy 2510 is at or above five percent (5%) in high schools.

§126-13-11. Seriously Impaired Status. A school shall be considered to be seriously impaired by the West Virginia Board of Education when one or more of the following conditions exist. Note: These criteria will be reevaluated based on the new assessment and benchmark data to be established in 2003-04.

126CSR13

11.1. The school falls below the criteria for full accreditation in three of the following performance measures: 5.1.1, student achievement; 5.1.2, participation rate; and 5.1.3, attendance rate or 5.1.4, graduation rate, as applicable.

11.2. The West Virginia Board of Education may determine a school to be seriously impaired when extraordinary circumstances exist. Extraordinary circumstances are conditions that constitute major impediments to the provision of educational programs and services for students. Extraordinary circumstances shall include, but are not limited to, the following conditions.

11.2.1. The failure of a school on temporary accreditation status to obtain approval of its revised Unified School Improvement Plan within a reasonable time period as defined by the West Virginia Board of Education.

11.2.2. The failure of a school on conditional accreditation status to meet the objectives and time line in the revised plan or to achieve full accreditation by the date specified in the revised plan.

11.2.3. Extraordinary circumstances may also include the following: Physical or other abuse of students; inappropriate suspensions and/or expulsions; misappropriation of funds; misuse of public funds; falsification of reports and/or failure to submit required reports; violation of W.Va. Code and West Virginia Board of Education policies that impact the provision of an appropriate educational program; unhealthy or unsafe conditions for students and/or employees; or failure to provide a high quality and equal educational opportunity for students which can be directly attributed to deficiencies in leadership according to Section 7.12 and to the school's resources in facilities, personnel, curriculum, and/or equipment and materials. (Policy 1340)

a. Whenever a school is issued seriously impaired status, the West Virginia Board of Education shall appoint a team of improvement consultants to make recommendations within sixty days of appointment for correcting the impairment.

b. Upon approval of the recommendations by the West Virginia Board of Education, the recommendations shall be made in writing to the county board. If progress in correcting the impairment is not made within six months of receipt of the recommendations, the West Virginia Board of Education shall place the county board on temporary approval status and provide consultation and assistance to the county board to (i) Improve personnel management, (ii) establish more efficient financial management practices, (iii) improve instructional programs and rules, or (iv) make any other improvements that are necessary to correct the impairment.

c. If the school's impairment is not corrected by a date certain as set by the West Virginia Board of Education, the West Virginia Board of Education shall appoint a monitor who shall be paid at county expense to cause improvements to be made at the school to bring it to full accreditation status within a reasonable time period as determined by the West

126CSR13

Virginia Board of Education. The monitor's work location shall be at the school and the monitor shall work collaboratively with the principal. At a minimum the monitor shall report monthly to the West Virginia Board of Education on the measures being taken to improve the school's performance and the progress being made. The reports may include requests for additional assistance and recommendations required in the judgment of the monitor to improve the school's performance, including, but not limited to, the need for targeting resources strategically to eliminate deficiencies. The West Virginia Board of Education may determine, in its sole judgment, that the improvements necessary to provide a thorough and efficient education to the students at the school can not be made without additional targeted resources, in which case, it shall establish a plan in consultation with the county board that includes targeted resources under the control of the West Virginia Board of Education and the county board to accomplish the needed improvements. Nothing in this section shall be construed to allow a change in personnel at the school to improve school performance and progress, except as provided by law.

d. If the impairment is not corrected within one year after the appointment of a monitor, the West Virginia Board of Education may make a determination, in its sole judgment, that continuing a monitor arrangement is not sufficient to correct the impairment and may intervene in the operation of the school to cause improvements to be made that will provide assurances that a thorough and efficient system of schools will be provided. This intervention may include, but is not limited to, establishing instructional programs, taking such direct action as may be necessary to correct the impairments, declaring the position of principal is vacant and assigning a principal for the school who shall serve at the will and pleasure of and, under the sole supervision of, the West Virginia Board of Education: *Provided*, That prior to declaring that the position of the principal is vacant, the West Virginia Board of Education must make a determination that all other resources needed to correct the impairment are present at the school. If the principal who was removed elects not to remain an employee of the county board, then the principal assigned by the West Virginia Board of Education shall be paid by the county board. If the principal who was removed elects to remain an employee of the county board, then the following procedure applies: (1) The principal assigned by the West Virginia Board of Education shall be paid by the West Virginia Board of Education until the next school term, at which time the principal assigned by the West Virginia Board of Education shall be paid by the county board; (2) The principal who was removed shall be eligible for all positions in the county including teaching positions, for which the principal is certified, by either being placed on the transfer list in accordance with section seven, article two, chapter eighteen-a of W.Va. Code, or by being placed on the preferred recall list in accordance with section seven-a, article four, chapter eighteen-a of the W.Va. Code; and (3) The principal who was removed shall be paid by the county board and may be assigned to administrative duties, without the county board being required to post that position until the end of the school term. The county board shall take no action nor refuse any action if the effect would be to impair further the school in which the West Virginia Board of Education has intervened. The West Virginia Board of Education may appoint a

126CSR13

monitor pursuant to the provisions of this subsection to assist the school principal after intervention in the operation of a school is completed.

e. Whenever a school is determined to be seriously impaired and fails to improve its status within one year following state intervention in the operation of the school to correct the impairment, any student attending the school may transfer once to the nearest fully accredited school in the county, subject to approval of the fully accredited school and at the expense of the school from which the student transferred.

§126-13-12. School System Approval.

12.1. The West Virginia Board of Education annually shall review information submitted for each school system from the system of education performance audits and issue one of the following approval levels to each county board: Full approval, conditional approval, temporary approval, or nonapproval.

12.2. Full approval shall be issued to a county board whose schools have all been issued full, conditional, or temporary accreditation status and which does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education. A fully approved school system in which such other deficiencies are discovered shall remain on full approval status for the remainder of the approval period and shall have an opportunity to correct those deficiencies, notwithstanding other provisions of this subsection

12.3. Conditional approval shall be issued to a county board whose educational system is below the level required for full approval, but whose Unified County Improvement Plan meets the following criteria: (i) the plan has been revised to achieve full approval by a date certain, (ii) the plan has been approved by the West Virginia Board of Education, and (iii) the county board is meeting the objectives and time line specified in the revised plan.

12.4. Temporary approval shall be issued to a county board whose education system is below the level required for full approval. Whenever a county board is given temporary approval status, the county board shall revise its Unified County Improvement Plan to increase the performance and progress of the school system to a full approval status level. The revised plan shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate, and a date certain for achieving full approval. The revised plan shall be submitted to the West Virginia Board of Education for approval.

12.5. Nonapproval status shall be issued to a county board which fails to meet the criteria established by the West Virginia Board of Education.

§126-13-13. Nonapproval Status. A school system shall be designated as on nonapproval status when one or more of the following conditions exist:

126CSR13

13.1. The county board fails to submit and gain approval of its Unified County Improvement Plan.

13.2. A county board on temporary approval status fails to submit its revised Unified County Improvement Plan within thirty (30) days following written notification of the temporary approval status.

13.3. A county board on conditional approval status fails to meet the objectives and time line of its revised plan.

13.4. A county board on conditional approval status fails to achieve full approval status by the date certain specified in the revised plan.

13.5. The West Virginia Board of Education may issue nonapproval status to a county board when extraordinary circumstances exist. Extraordinary circumstances are conditions that constitute major impediments to the provision of education programs and services for students. Extraordinary circumstances may include: Misappropriation of funds; misuse of funds; falsification of reports and/or failure to submit required reports; violation of W.Va. Code or West Virginia Board of Education policies that impacts the provision of an appropriate educational program; unhealthy or unsafe conditions for students and/or employees; failure to provide a high quality and equal educational opportunity for students, or deficiencies in leadership according to Section 6.9. (Policy 1340)

13.6. Whenever a county board has more than a casual deficit the county board shall submit a plan to the West Virginia Board of Education specifying strategies for eliminating the casual deficit. The West Virginia Board of Education shall either approve or reject the plan. Any county board that fails to submit and gain approval for the plan before the end of the fiscal year after a deficit greater than a casual deficit occurred or any county board which fails to comply with an approved plan may be designated as having nonapproval status.

13.6.1. Whenever nonapproval status is issued to a school system, the West Virginia Board of Education shall declare a state of emergency in the school system by written notification and shall appoint a team of improvement consultants to make recommendations within sixty days of appointment for correcting the emergency.

13.6.2. Upon approval of the recommendations by the West Virginia Board of Education, the recommendations shall be made in writing to the county board. If progress in correcting the emergency, as determined by the West Virginia Board of Education, is not made within six months of receipt of the recommendations, the West Virginia Board of Education shall intervene in the operation of the school system to cause improvements to be made that will provide assurances that a thorough and efficient system of schools will be provided.

13.6.3. This intervention may include, but is not limited to the following:

126CSR13

a. Limiting the authority of the county superintendent and county board as to the expenditure of funds, the employment and dismissal of personnel, the establishment and operation of the school calendar, the establishment of instructional programs and rules and any other areas designated by the West Virginia Board of Education by rule, which may include delegating decision-making authority regarding these matters to the state superintendent;

b. Declaring that the office of the county superintendent is vacant;

c. Delegating to the state superintendent both the authority to conduct hearings on personnel matters and school closure or consolidation matters and, subsequently, to render the resulting decisions, and the authority to appoint a designee for the limited purpose of conducting hearings while reserving to the state superintendent the authority to render the resulting decisions;

d. Functioning in lieu of the county board of education in a transfer, sale, purchase, or other transaction regarding real property; and

e. Taking any direct action necessary to correct the emergency including, but not limited to, the following: (1) Delegating to the state superintendent the authority to replace administrators and principals in low performing schools and to transfer them into alternate professional positions within the county at his or her discretion; and (2) Delegating to the state superintendent the authority to fill positions of administrators and principals with individuals determined by the state superintendent to be the most qualified for the positions. Any authority related to intervention in the operation of a county board granted under this paragraph is not subject to the provisions of article four, chapter eighteen-a of the W.Va. Code. (W.Va. Code §18-2E-5(g))

13.6.4. The West Virginia Board of Education may intervene immediately in the operation of a county school system if the West Virginia Board of Education finds the following: (1) That the conditions precedent to intervention exist as provided in this section and that delaying intervention for any period of time would not be in the best interests of the students of the county school system; or (2) That the conditions precedent to intervention exist as provided in this section and that the West Virginia Board of Education had previously intervened in the operation of the same school system and had concluded that intervention within the preceding five years.

§126-13-14. Appeals Procedure.

14.1. General rules. The following procedure prescribed by the West Virginia Board of Education and implemented by the Director, Office of Education Performance Audits, governs the disposition of administrative proceedings, the hearing of appeals, and controversies and disputes arising from the school accreditation status and the county

126CSR13

school district approval status. The appeals procedure is promulgated to assure procedural due process and expeditious processing and resolution of school accreditation status and the county school district approval status appeals.

14.1.1. Resolution Time line. The appeals procedure shall be resolved within 30 days.

14.1.2. Parameters. The appeals procedure governs school and county school system performance data and the accuracy of a school's accreditation status and a county school district's approval status based on data or on-site review. Schools or county school districts may challenge the accuracy of performance data in terms of meeting performance measures relative to a school's accreditation status or a county school district's approval status.

14.2. Appeal Levels. A school or a county school district has five days upon receipt of the impending designation to appeal to the West Virginia Office of Education Performance Audits.

14.2.1. Level I. Upon receipt of the appeal, the West Virginia Office of Education Performance Audits will review the appeal. The review may involve verifying performance data with the West Virginia Department of Education data collection personnel or those serving as team leaders. A written decision will be rendered and sent to the school and/or county school district within five working days of receipt of the appeal. If data are accurate and correctly applied, the appeal process shall be complete. If data are deemed inaccurate, as verified by the West Virginia Department of Education, the Office of Education Performance Audits will make appropriate adjustments. Reasons for any noncompliance will be provided.

14.2.2. Level II. If the school or county school district is dissatisfied with the decision at Level I, they may request (within five working days of receipt of the Level I decision) a hearing before the Director, Office of Education Performance Audits, or designee with a written decision rendered within five working days of the hearing. If the appeal is based on data generated or observations made during an on-site review, the specific information leading to the noncompliance will be given.

14.2.3. Level III. If the school or county school district is dissatisfied with the decision at Level II, they may submit an appeal (within five working days of receipt of the Level II decision) to the West Virginia Board of Education to be considered at its next meeting. The Board's review and decision would be based on the record of the decision established at Level II.

126CSR13

§126-13-15. On-Site Reviews.

15.1. The system of education performance audits shall include on-site reviews of schools and school systems which shall be conducted only at the specific direction of the West Virginia Board of Education upon its determination that the performance and progress of the school or school system are persistently below standard or that other circumstances exist that warrant an on-site review. Any discussions by the West Virginia Board of Education of schools to be subject to an on-site review or dates for which on-site reviews will be conducted may be held in executive session, and is not subject to the provisions of article nine—a chapter six of W.Va. Code, relating to open governmental proceedings.

15.2. An on-site review shall be conducted by the Office of Education Performance Audits of a school or school system for the purpose of investigating the reasons for performance and progress that are persistently below standard and making recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

15.3. The investigation may include, but is not limited to, the following:

15.3.1. Verifying data reported by the school or county board.

15.3.2. Examining compliance with policies and laws affecting student, school, and school system performance and progress.

15.3.3. Evaluating the effectiveness and implementation status of school and school system Unified Improvement Plans.

15.3.4. Investigating official complaints submitted to the West Virginia Board of Education that allege serious impairments in the quality of education in schools or school systems.

15.3.5. Investigating official complaints submitted to the West Virginia Board of Education that allege that a school or county board is in violation of policies or laws under which schools and county boards operate.

15.3.6. Determining and reporting whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection of any compliance reviews or inspections

126CSR13

conducted by the West Virginia Department of Education or its agents or other duly authorized agencies of the state, nor mandate more stringent compliance measures.

15.4. The Director of the Office of Education Performance Audits shall notify the county superintendent of schools five (5) school days prior to commencing an on-site review of the county school system and shall notify both the county superintendent and the principal five school days prior to commencing an on-site review of an individual school: *Provided:* That the West Virginia Board of Education may direct the Office of Education Performance Audits to conduct an unannounced on-site review of a school or a school system if the West Virginia Board of Education believes circumstances warrant an unannounced on-site review.

15.5. The Office of Education Performance Audits shall conduct on-site reviews, which are limited in scope to specific areas in which performance and progress are persistently below standard as determined by the West Virginia Board of Education unless specifically directed by the West Virginia Board of Education to conduct a review which covers additional areas.

15.6. An on-site review of a school or school system shall include a person or persons from the West Virginia Department of Education or a public education agency in the state who has expert knowledge and experience in the area or areas to be reviewed, and who has been trained and designated by the West Virginia Board of Education to perform such functions. If the size of the school or school system being reviewed necessitates the use of an on-site review team or teams, the person or persons designated by the West Virginia Board of Education shall advise and assist the director to appoint the team or teams. The person or persons designated by the West Virginia Board of Education shall be the team leaders. The persons designated by the West Virginia Board of Education shall be responsible for completing the report on the findings and recommendations of the on-site review in their area of expertise. It is the intent of the Legislature that the persons designated by the West Virginia Board of Education participate in all on-site reviews that involve their area of expertise, to the extent practicable, so that the on-site review process will evaluate compliance with the standards in a uniform, consistent and expert manner.

15.7. At the conclusion of an on-site review of a school system, the director and team leaders shall hold an exit conference with the superintendent and shall provide an opportunity for principals to be present for at least the portion of the conference pertaining to their respective schools. In the case of an on-site review of a school, the exit conference shall be held with the principal and curriculum team of the school and the superintendent shall be provided the opportunity to be present. The purpose of the exit conference is to review the initial findings of the on-site review, clarify and correct any inaccuracies, and allow the opportunity for dialogue between the reviewers and the school or school system to promote a better understanding of the findings.

15.8. The Office of Education Performance Audits shall report the draft findings of an on-site review to the county superintendent and the principals whose schools were reviewed within thirty (30) days following the conclusion of the on-site review. The Office of Education

126CSR13

Performance Audits shall report the findings of the on-site review to the West Virginia Board of Education within forty-five (45) days following the conclusion of the on-site review. A copy of the report shall be provided to the Process for Improving Education Council at its request.

15.9. If, during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county Unified Improvement Plans must be revised and shall be submitted to the West Virginia Board of Education within thirty (30) days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

15.10. If an acceptable plan is presented to the West Virginia Board of Education Office of Education Performance Audits, the county board and school(s) shall implement the plan(s) in accordance with the date certain.

15.11. If the plan submitted to the West Virginia Board of Education is not acceptable, the Director of the Office of Education Performance Audits may return the plan for modification or has discretion to modify the plan in consultation with the county board and resubmit the plan to the West Virginia Board of Education as modified.

15.12. The on-site review process (a) requires the local school system to correct the deficiencies which are within its capacity to correct and (b) identifies those areas in which additional capacity may be needed.

§126-12-16. Capacity Building.

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

16.2. To ensure efficiency, capacity building first requires determinations to be made with respect to the highest and best use of existing resources to improve teaching and learning. Resources include both human resources and physical resources. The West Virginia Board of Education hereby adopts resource evaluation as one of the steps necessary to make determinations for needed capacity building to improve efficiency and establish priorities for additional resource needs when the educational program of a school or school system fails to meet the performance and process standards.

16.2.1. When deficiencies are detected through the assessment and accountability processes, the revision and approval of the school and county Unified Improvement Plans shall ensure that schools and school systems are efficiently using existing resources to correct the deficiencies.

126CSR13

16.2.2. When the West Virginia Board of Education determines that schools and school systems do not have the capacity to correct deficiencies, the West Virginia Board of Education shall work with the county board to develop or secure the resources necessary to increase the capacity of schools and school systems to meet the standards and, when necessary, seek additional resources in consultation with the Legislature and the Governor.

16.3. The West Virginia Board of Education shall recommend to the appropriate body including, but not limited to, the Process for Improving Education Council, the Legislature, county boards, schools, and communities methods for targeting resources strategically to eliminate deficiencies identified in the assessment and accountability processes, including but not limited to the following:

16.3.1. Examining reports and Unified Improvement Plans regarding the performance and progress of students, schools, and school systems relative to the standards and identifying the areas in which improvement is needed;

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;

16.3.3. Determining the areas of strength that appear to have contributed to exceptional student, school, and school system performance and progress and promoting their emulation throughout the system;

16.3.4. Requesting technical assistance from the School Building Authority in assessing or designing comprehensive educational facilities plans;

16.3.5. Recommending priority funding from the School Building Authority based on identified needs;

16.3.6. Requesting special staff development programs from the Center for Professional Development, the principals' academy, higher education, Regional Educational Service Agencies, and county boards based on identified needs;

16.3.7. Submitting requests to the Legislature for appropriations to meet the identified needs for improving education;

16.3.8. Directing county boards to target their funds strategically toward alleviating deficiencies;

16.3.9. Ensuring that the need for facilities in counties with increased enrollment is appropriately reflected and recommended for funding;

126CSR13

16.3.10. Ensuring that the appropriate person or entity is held accountable for eliminating deficiencies; and

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

16.3.12. Resource evaluation is a part of the education performance audit and will lead to recommendations regarding areas in which additional capacity is needed by the county school system or school. Corrective measures to be taken in response to any identified resource deficiencies will be subject to the feasibility of modifying existing facilities, availability of funding, and prioritization of educational needs.

§125-13-17. Identification of Resource Needs. A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education has heretofore adopted resource evaluation as a part of the accreditation and evaluation process. This process will meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

17.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities, which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

17.1.1. School location. School location and site generally meet minimum standards. (Policy 6200 §202-206)

17.1.2. Administrative and service facilities. Administrative and service facilities are generally adequate. (Policy 6200 §§301.01-.03)

126CSR13

17.1.3. Teachers' workroom. The teachers' workroom is adequate. (Policy 6200 §301.04)

17.1.4. Counselor's office. The counselor's office is adequate. (Policy 6200 §301.10)

17.1.5. Library/media and technology center. The library/media and technology center meets standards. (Policy 6200 §§303; 413; 514)

17.1.6. Grades 9 through 12 computer laboratory. The grades 9 through 12 computer laboratory is adequate in facility, equipment, and materials. (Policy 6200 §613)

17.1.7. K classrooms. Each kindergarten classroom has sufficient space, equipment, and materials. (Policy 6200 §402.01; §402.05)

17.1.8. Grades 1-12 classrooms. Each classroom has sufficient space, equipment and materials. (Policy 6200 §§403; 502; 602)

17.1.9. Grades K-12 remedial. Each remedial instructional area has sufficient space, equipment and materials. (Policy 6200 §§404; 503; 603)

17.1.10. Specialized instructional areas. Each art, music, and physical education area has sufficient space, equipment and materials. (Policy 6200 §§410; 412, 504; 509; 510; 604; 608; 609)

17.1.11. Grades 6-12 science facilities. Each specialized instructional area in science has sufficient space, equipment and materials. (Policy 6200 §511; §610)

17.1.12. Grades 7-12 auditorium/stage. Auditorium/stage facilities are adequate. (Policy 6200 §519; §616)

17.1.13. Grades 7-12 school site vocational. Main school site vocational space is available for business education and informational technology and other appropriate courses to meet curriculum needs. (Policy 6200 §611; §613)

17.1.14. Food service. Food service areas are adequate. (Policy 6200 §302; §617)

17.1.15. Health service units. Health service units are adequate. (Policy 6200 §301)

17.1.16. Grades 7-12 vocational. Vocational equipment and materials in each curriculum area are adequate to meet curriculum needs. (Policy 6200 §§801-809)

126CSR13

17.2. School personnel. Adequate administrative, instructional, support, and service personnel are provided.

17.2.1. School personnel. Adequate administrative, instructional, support, and service personnel are provided to deliver the programs of study and services that meet West Virginia Code and West Virginia Board of Education policies. (Policy 2320; Policy 2510; Policy 2520; et al.)

7-1-04

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

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

SUBJECT Performance Based Accreditation System (2320) FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY)

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

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

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & 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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ ALTERATIONS EQUIPMENT OTHER	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. ESTIMATED TOTAL REVENUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT);

No fiscal resources are necessary to implement the proposed changes.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

May 13, 2004

West Virginia Board of Education
Office of Education Performance Audits

Jenna L. Seal

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
COMMENT LOG**

May 13, 2004 to June 14, 2004

ACTION TYPE
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	David Mohr, Senior Policy Analyst House Education Committee	<p>§126-13-4. Measures for Determining Adequate Yearly Progress (AYP) for West Virginia Public Schools.</p> <p>Section 4.5.2 changes the accountability process for K-2 public schools. Currently, one of the accountability measures for K-2 schools is the 3rd grade test scores of students who previously attended that school. The proposed revision deletes this provision and inserts in lieu thereof an on-site visit at least every three years. In light of a statutory change, §18-2E-5(k), which provides for on-site reviews to be conducted only at the specific direction of the State Board upon certain determinations made by it, a rule change to provide for routine on-site reviews of certain schools seems inappropriate. Also, since this section makes special provision for the accountability measures for K-2 schools, it should be clarified that these schools are also subject to the attendance rate accountability measure.</p>	A/o	<p>Policy revised. Prior to passage of H.B. 4001 West Virginia had asked the United States Department of Education (USDE) for the change to an audit instead of 3rd grade test scores. The accountability plan amendment had been approved by USDE. We will now request that we revert to our earlier plan with the caveat that test score from the feeder school be used unless the State Board specifically directs an on-site review of such schools which would substitute for Adequate Yearly Progress (AYP) for a three year period.</p>
June 14, 2004	David Mohr, Senior Policy Analyst House Education Committee	<p>Section 4.9 and subsections 4.9.1 through 4.9.4 appear to be a verbatim repeat of Section 4.3.3 with a slightly different numbering format. A better approach would be to include the full language in one location and a reference to it in the other. If for no other reason, this would eliminate the potential for conflicts if subsequent changes are made.</p>	A/o	<p>Policy revised.</p>

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
COMMENT LOG**

May 13, 2004 to June 14, 2004

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Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	David Mohr, Senior Policy Analyst House Education Committee	<p>§126-13-5. Annual Performance Measures for Accountability. Section 5.1.1(b) uses the terms “proficient” and non-proficient” to define the safe harbor provision. The equivalent term for WESTEST scoring is “Mastery” and it would be the clear and technically correct term for use in the policy (or less than Mastery).</p>	A/o	Policy revised.
May 28, 2004	Jan Stanley Title I Coordinator WV Department of Education Charleston, WV 25301	<p>§126-13-6. High Quality Standards. Suggestion to insert after 6.1.5. Instruction in reading Instruction in reading skills shall be a part of every child’s curriculum in grades K-12 in every content area.</p>	NA/o	The High Quality Standards are based on West Virginia Code and other West Virginia Board of Education policies. This is a good suggestion, but would need to be reflected in another policy before being included in Policy 2320
June 14, 2004	David Mohr, Senior Policy Analyst House Education Committee	<p>Section 6.2.1 contains provisions for the Unified County and School Improvement Plans. The current language of the policy which is retained in the proposed revision reflects code provisions for the Unified plans to include other required plans such as technology, safe schools, etc., in a combined master type plan. However, these provisions were deleted from the statute this past session in a bill that was in part intended to reduce paperwork and allow greater focus on making the needed improvements in student performance. The combined Unified County and School</p>	A/o	Statutory language used in Section 6.2.1.

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
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Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	(Continued) David Mohr, Senior Policy Analyst House Education Committee	Improvement Plans were reported to be voluminous and a strict reading of the prior statute and policy would have required the entire plan to be revised and submitted for approval to correct deficiencies. The amended statute speaks only to a 5-year plan that includes the mission and goals to improve performance and it parallels other provisions related to submitting revised plans to correct accreditation deficiencies. If section should be clarified to differentiate between them and their disposition and the new streamlined "improvement plans" required in the statute. Also, this section should either include the full discussion of the new plans and the items to be included in revisions or a reference to the appropriate policy section.		
May 28, 2004	Jan Stanley Title I Coordinator WV Department of Education Charleston, WV 25301	9.5.1. Revise the second sentence in this section to meet the requirements of NCLB. The plan shall be revised in consultation with parents, school staff, the LEA serving the school, and outside experts not later than three months after being identified. The revised plan shall cover a two (2) year period and 1) incorporate research based strategies that will strengthen the core academic subjects and address the specific issues that caused the school to be identified for improvement 2) adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the state's proficient level of achievement on the state academic	NA/o	This suggests conflicts with W. Va. Code §18-2E-5. This would need to be address in other policies and procedures.

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
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May 13, 2004 to June 14, 2004

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 N: No Response - Negative
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 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action /Type	Rationale
May 28, 2004	(Continued) Jan Stanley Title I Coordinator WV Department of Education	assessment 3) specify how funds will be used to remove the school from temporary accreditation status or improvement identification 4) establish specific measurable objectives for continuous and substantial progress by each group of students enrolled in the school 5) include strategies to promote effective parental involvement 6) specify the responsibilities of the school the LEA, and the SEA serving the school under the plan, including the technical assistance to be provided by the LEA 7) incorporate as appropriate extended day/year programs (8) incorporate a teacher mentoring program. Schools receiving Title I Part A funds shall additionally describe how the school will provide written notice to parents about the improvement identification and provide an assurance that not less than 10% of the funds available to the school under §1113 for each fiscal year that the school is improvement status will be used for high quality professional development for the principal and teachers.		
June 14, 2004	David Mohr, Senior Policy Analyst House Education Committee	Section 9.5.2 provides for revised Unified School Improvement Plans to be submitted to the State Board for approval. Sections 12.3 et seq. requires Unified County Improvement Plans to be submitted to the State Board for approval. However, Sections 15.9 through 15.11 provide for the school and	A/o	Policy revised.

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
COMMENT LOG**

May 13, 2004 to June 14, 2004

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 N: No Response - Negative
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 A: Accepted °Neutral

Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	(Continued) David Mohr, Senior Policy Analyst House Education Committee	county plans to be revised, submitted to and approved by the Office of Education Performance Audits if a noncompliance is found during an on-site review. Although the State Board may delegate its authority for plan review to the Office, the statute provides for the submission and approval of revised plans by the State Board and this should be reflected in the policy.		
June 14, 2004	Keith Butcher Assistant Director Office of Instructional Services West Virginia Department of Education	I am recommending that Policy 2320 be revised to reflect the changes granted by United States Department of Education (USDE). For purposes of making AYP determinations, West Virginia will count the scores of former Limited English Proficiency (LEP) students in the LEP subgroup for two years after those students are no longer considered to be LEP; West Virginia will grant participation rate exemptions for students with a significant medical emergency. Special participation rate exemptions for significant medical emergencies and/or for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for students suffering from terminal illnesses or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric	A/o	Partially Accepted. Areas relevant to accountability were included. The following sections were revised: 4.5.3.; 5.1.1.; 5.1.1.A.; and 5.1.2.

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
COMMENT LOG**

May 13, 2004 to June 14, 2004

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 A: Accepted oNeutral

Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	(Continued) Keith Butcher Assistant Director Office of Instructional Services West Virginia Department of Education	<p>condition.</p> <p><u>For inclusion in AYP determination</u> A student who is enrolled continuously in that school from the first instructional day of September to the spring testing window will be included when determining if the school has made adequate yearly progress. A student is continuously enrolled if s/he has not transferred or dropped out of that school. A student who is enrolled continuously in the LEA from the first instructional day of September to the spring testing window will be included when determining if the LEA has made adequate yearly progress. A student who is enrolled continuously in the state from the first instructional day of September to the spring testing window will be included when determining if the state has made adequate yearly progress.</p> <p>All schools, LEAs and the State are held accountable for the AYP indicators.</p> <p>A student who is enrolled continuously in that <u>school</u> from the first instructional day of September to the spring testing window will be included when determining if the school has made adequate yearly progress.</p>		

POLICY 2320: A Process for Improving Education – Performance Based Accreditation System

COMMENT LOG

May 13, 2004 to June 14, 2004

ACTION TYPE
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted ◊Neutral

Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	(Continued) Keith Butcher Assistant Director Office of Instructional Services West Virginia Department of Education	<p>A student who is enrolled continuously in the <u>LEA</u> district from the first instructional day of September to the spring testing window will be included when determining if the LEA has made adequate yearly progress.</p> <p>Uniform averaging procedure West Virginia will use a uniform averaging procedure for both grades and years. West Virginia will average the percent proficient across grades within a school and district to determine AYP. The percent proficient will be calculated based on the number of tested students that were enrolled for a full academic year. The mean percent will be calculated separately for reading and mathematics. In 2005, West Virginia will average the most recent two years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The higher score will be used to determine the district/school AYP status. Beginning in 2006, West Virginia will average the most recent three years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The</p>		

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
COMMENT LOG**

May 13, 2004 to June 14, 2004

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 N: No Response - Negative
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Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	(Continued) Keith Butcher Assistant Director Office of Instructional Services West Virginia Department of Education	<p>higher score will be used to determine the district/school AYP status.</p> <p>A student who is enrolled continuously in the state from the first instructional day of September to the spring testing window will be included when determining if the state has made adequate yearly progress.</p> <p>Safe harbor provision In 2005, West Virginia will average the most recent two years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The higher score will be used to determine whether the school or district achieved the ten percent reduction in the number of non-proficient students from the previous year. Beginning in 2006, West Virginia will average the most recent three years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The higher score will be used to determine whether the school or district achieved the ten percent reduction in the number of non-proficient students from the previous year.</p>		

**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
COMMENT LOG**

May 13, 2004 to June 14, 2004

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Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	(Continued) Keith Butcher Assistant Director Office of Instructional Services West Virginia Department of Education	<p>Additionally, the West Virginia State Board Policy 2320: <i>A Process for Improving Education Performance Based Accreditation System</i> outlines the inclusion of all students with limited English proficiency (LEP) who have been in a school for a full academic year in the accountability formula. For purposes of making AYP determinations, West Virginia will count the scores of former LEP students in the LEP subgroup for two years after those students are no longer considered to be LEP. The policies and documents will be revised to reflect the changes in the assessment program and the accountability and accreditation system.</p>		
		<p>Participation rate will be determined for each subject and for each subgroup. West Virginia will average data over two and/or three years (including the most recent year) for calculating the participation rate of all students and all required subgroups and compare the results to the current year. The highest score will be used to determine whether a school or LEA met the required 95% participation rate.</p>		

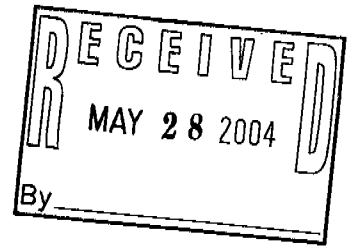
**POLICY 2320: A Process for Improving Education – Performance Based Accreditation System
COMMENT LOG**

May 13, 2004 to June 14, 2004

ACTION TYPE
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted °Neutral

Date	Individual/Organization	Comments	Action /Type	Rationale
June 14, 2004	(Continued) Keith Butcher Assistant Director Office of Instructional Services West Virginia Department of Education	West Virginia will grant participation rate exemptions for students with a significant medical emergency. Special participation rate exemptions for significant medical emergencies and/or for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for students suffering from terminal illnesses or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric condition.		

**POLICY 2320: A Process for Improving Education -
Performance Based Accreditation System
Comments/Suggestions**



Directions: Please use this form in commenting on the proposed Policy 2320, A Process for Improving Education – Performance Based Accreditation System. Additional sheets may be attached if needed.

Individual/Organization: Jan Stanley

Title: Title I Coordinator

Name of County, School, Business, etc.: WVDE

Street Address:

City/State/Zip:

COMMENTS/SUGGESTIONS
' 126-13-2. - Purpose.
' 126-13-3. - Responsibility.
' 126-13-4. – Measures for Determining Adequate Yearly Progress (AYP) for West Virginia Public Schools.
' 126-13-5. – Annual Performance Measures for Accountability.
' 126-13-6. – High Quality Standards. Suggestion to insert after 6.1.5 Instruction in reading Instruction in reading skills shall be a part of every child’s curriculum in grades K-12 in every content area.
' 126-13-7. – Indicators of Efficiency.
' 126-13-8. – County and School Improvement Plan Process. 9.4 Conditional accreditation status shall be issued to a school when the school’s performance and progress are below AYP for one year, but the school’s ...plan.

Move the following wording from section 9.4 to 9.5 and add the highlighted part at the end of the sentence.

Schools and districts will be notified of any subgroup that initially has not met AYP in one year on any indicator; however, the school/ district will be considered to have met the AYP standard and will not be identified as a temporary accreditation status school nor will the school/district be identified for improvement under §1116(b)(1)(A) *No Child Left Behind Act of 2001*.

9.5 Temporary accreditation status shall be issued to a school when the school's performance and progress are below AYP for two (2) or more consecutive years. [REDACTED] Schools receiving Title I Part A funding shall be identified for improvement under §1116(b)(1)(A) *No Child Left Behind Act of 2001* and subject to the sanctions under §1116(b)(1) through (14).

[REDACTED] Should specific reference be made in this section to Title I schools that fail to meet AYP for 4 consecutive years and are identified for corrective action under §1116(b)(7) of NCLB and schools that fail to meet AYP for 5 consecutive years and are identified for restructuring under §1116(b)(8) NCLB?

9.5.1 [REDACTED]

The plan shall be revised in consultation with parents, school staff, the LEA serving the school, and outside experts not later than three months after being identified. The revised plan shall cover a two (2) year period and 1) incorporate research based strategies that will strengthen the core academic subjects and address the specific issues that caused the school to be identified for improvement 2) adopt policies and practices concerning the core academic subjects that have the greatest likelihood of ensuring that all groups of student will meet the state's proficient level of achievement on the state academic assessment 3) specify how funds will be used to remove the school from temporary accreditation status or improvement identification 4) establish specific measurable objectives for continuous and substantial progress by each group of students enrolled in the school 5) include strategies to promote effective parental involvement 6) specify the responsibilities of the school the LEA, and the SEA serving the school under the plan, including the technical assistance to be provided by the LEA 7) incorporate as appropriate extended day/year programs 8) incorporate a teacher mentoring program. Schools receiving Title I Part A funds shall additionally describe how the school will provide written notice to parents about the improvement identification and provide an assurance that not less than 10% of the funds available to the school under §1113 for each fiscal year that the school is improvement status will be used for high quality professional development for the principal and teachers.

§126-13-12 School System Approval

§126-13-13 Non approval Status

§126-13-14 Appeals Procedure

This section should be revised pursuant with §1116 (c)(1) through (11) of NCLB since ALL school districts in WV receive Title I Part A funds.

MEMORANDUM

To: Dr. Donna Davis, Deputy Director
Office of Education Performance Audits

From: David Mohr, Senior Policy Analyst
House Education Committee

Date: June 14, 2004

Re: Comments to proposed revisions, Policy 2320:
Performance Based Accreditation System

Please note the following comments to the proposed revisions to Policy 2320: Performance Based Accreditation System. These comments are my view of areas in which the policy appears at variance with recent statutory amendments or could be technically improved. Although I have discussed these comments with the Chairmen of the House and Senate Education Committees, they may not be considered as legislative comments. Please feel free to contact me if you have any questions.

Section 4.5.2 changes the accountability process for K-2 public schools. Currently, one of the accountability measures for K-2 schools is the 3rd grade test scores of students who previously attended that school. The proposed revision deletes this provision and inserts in lieu thereof an on-site visit at least every three years. In light of a statutory change, §18-2E-5(k), which provides for on-site reviews to be conducted only at the specific direction of the State Board upon certain determinations made by it, a rule change to provide for routine on-site reviews of certain schools seems inappropriate. Also, since this section makes special provision for the accountability measures for K-2 schools, it should be clarified that these schools are also subject to the attendance rate accountability measure.

Section 4.9 and subsections 4.9.1 through 4.9.4 appear to be a verbatim repeat of Section 4.3.3 with a slightly different numbering format. A better approach would be to include the full language in one location and a reference to it in the other. If for no other reason, this would eliminate the potential for conflicts if subsequent changes

are made.

Section 5.1.1(b) uses the terms "proficient" and "non-proficient" to define the safe harbor provision. The equivalent term for WESTEST scoring is "Mastery" and it would be the clear and technically correct term for use in the policy (or less than Mastery).

Section 6.2.1 contains provisions for the Unified County and School Improvement Plans. The current language of the policy which is retained in the proposed revision reflects code provisions for the Unified plans to include other required plans such as technology, safe schools, etc., in a combined master type plan. However, these provisions were deleted from the statute this past session in a bill that was in part intended to reduce paperwork and allow greater focus on making the needed improvements in student performance.

The combined Unified County and School Improvement Plans were reported to be voluminous and a strict reading of the prior statute and policy would have required the entire plan to be revised and submitted for approval to correct deficiencies. The amended statute speaks only to a 5-year plan that includes the mission and goals to improve performance and it parallels other provisions related to submitting revised plans to correct accreditation deficiencies. If the State Board wishes to retain the combined plan approach, this section should be clarified to differentiate between them and their disposition and the new streamlined "improvement plans" required in the statute. Also, this section should either include the full discussion of the new plans and the items to be included in revisions or a reference to the appropriate policy section.

Section 9.5.2 provides for revised Unified School Improvement Plans to be submitted to the State Board for approval. Sections 12.3 et seq. requires Unified County Improvement Plans to be submitted to the State Board for approval. However, Sections 15.9 through 15.11 provide for the school and county plans to be revised, submitted to and approved by the Office of Education Performance Audits if a noncompliance is found during an on-site review. Although the State Board may delegate its authority for plan review to the Office, the statute provides for the submission and approval of revised plans by the State Board and this should be reflected in the policy.

State of West Virginia Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**REVISED
June 10, 2004**



**David Stewart
State Superintendent of Schools**

defined in West Virginia Board of Education Policies 2340 and 2419. The West Virginia Alternate Assessment will yield Reading/Language Arts and Mathematics assessment results for inclusion in AYP determination.

All students with limited English proficiency in West Virginia public schools are required to participate in the West Virginia Statewide Assessment Program (West Virginia Board of Education Policy 2340: *The Statewide Assessment Program*.) Limited English Proficiency (LEP), when used with reference to individuals, means (a) individuals who were not born in the United States or whose native language is a language other than English; (b) individuals who come from environments where a language other than English is dominant; and (c) individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. For purposes of making AYP determinations, West Virginia will count the scores of former LEP students in the LEP subgroup for two years after those students are no longer considered to be LEP. For accountability purposes, West Virginia State Board Policy 2320: *A Process for Improving Education--Performance Based Accreditation System* outlines the inclusion of all students with limited English proficiency (LEP) who have attended a school for a full academic year.

All of the required subgroups, including students with limited English proficiency, who are enrolled in a school for a full academic year will be included in the performance level measures that determine AYP, accreditation status of schools, and the approval status of LEAs.

West Virginia will grant participation rate exemptions for students with a significant medical emergency. Special participation rate exemptions for significant medical emergencies and/or for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for students suffering from terminal illnesses or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric condition.

Evidence:

W. Va. Code § 18-1-2

West Virginia Board of Education Policy 2320

West Virginia Board of Education Policy 2340

West Virginia Board of Education Policy 2419, <http://wvde.state.wv.us/policies/p2419.html>

2.2 How does the State define “full academic year” for identifying students in AYP decisions?

The following definition of students to be included in the accountability system through the completion of a full academic year has been developed by a statewide committee appointed by the West Virginia Board of Education and will be inserted in Policy 2320:

For inclusion in AYP determination

A student who is enrolled continuously in that school from the first instructional day of September to the spring testing window will be included when determining if the school has made adequate yearly progress. A student is continuously enrolled if s/he has not transferred or dropped out of that school. A student who is enrolled continuously in the LEA from the first instructional day of September to the spring testing window will be included when determining if the LEA has made adequate yearly progress. A student who is enrolled continuously in the state from the first instructional day of September to the spring testing window will be included when determining if the state has made adequate yearly progress.

For the state and each LEA, and school to make AYP, 95% of the students enrolled in each subgroup must be assessed, as specified in Policy 2320.

Evidence:

W.Va. Code §§18-2E-1, 18-2E-1a, 18-2E-8 (c)(1)

WV Board of Education Policy 2340

WV Board of Education Policy 2320

WV Board of Education Policy 2510

Uniform averaging procedure

West Virginia will use a uniform averaging procedure for both grades and years. West Virginia will average the percent proficient across grades within a school and district to determine AYP. The percent proficient will be calculated based on the number of tested students that were enrolled for a full academic year. The mean percent will be calculated separately for reading and mathematics. In 2005, West Virginia will average the most recent two years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The higher score will be used to determine the district/school AYP status. Beginning in 2006, West Virginia will average the most recent three years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The higher score will be used to determine the district/school AYP status.

Safe harbor provision

In 2005, West Virginia will average the most recent two years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The higher score will be used to determine whether the school or district achieved the ten percent reduction in the number of non-proficient students from the previous year. Beginning in 2006, West Virginia will average the most recent three years of test scores (including the most recent year's scores) and compare the results to the current year's test scores. The higher score will be used to determine whether the school or district achieved the ten percent reduction in the number of non-proficient students from the previous year.

West Virginia's data collection system, the West Virginia Education Information System (WVEIS), collects student, school, and LEA data by unique identifiers and generates aggregate school, LEA and state report cards by the different subgroups for assessment scores, participation rates, graduation rate or attendance rate, gender and migrant status.

Evidence:

W.Va. Code §18-2E-4

West Virginia Board of Education Policy 2340

West Virginia Board of Education Policy 2320

5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?

All students with limited English proficiency in West Virginia public schools are required to participate in the West Virginia statewide assessment using appropriate accommodations and modifications (West Virginia State Board Statewide Assessment Policy 2340). Limited English Proficiency (LEP), when used with reference to individuals, means (a) individuals who were not born in the United States or whose native language is a language other than English; (b) individuals who come from environments where a language other than English is dominant; and (c) individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English.

Additionally, the West Virginia State Board Policy 2320: *A Process for Improving Education Performance Based Accreditation System* outlines the inclusion of all students with limited English proficiency (LEP) who have been in a school for a full academic year in the accountability formula. For purposes of making AYP determinations, West Virginia will count the scores of former LEP students in the LEP subgroup for two years after those students are no longer considered to be LEP. The policies and documents will be revised to reflect the changes in the assessment program and the accountability and accreditation system.

All of the required subgroups, including students with limited English proficiency, who are enrolled in a school for a full academic year will be included in the performance level measures that determine the AYP, accreditation status of schools, and the approval status of county boards. West Virginia will notify schools/LEAs of the LEP subgroup that initially does not meet AYP in one year on any indicator (i.e., reading/language arts, mathematics, participation rate, attendance rate, or graduation rate); however, if that school/LEA successfully meets AYP for that same indicator the following year, that school/LEA will be considered to have met the AYP standard and will not be identified for school improvement based on that standard.

The West Virginia Department of Education document, *LEP Inclusion Documentation Form*, addresses the participation of LEP students in the statewide assessment. This document outlines the criteria that a school-based team must evaluate for each individual LEP student to determine the appropriate participation in the WESTEST. LEAs may approve assessment with accommodations and modifications on a case-by-case basis for individual students.

For a LEP student who is also identified as a student with disabilities under IDEA, the IEP team will determine whether the student participates in the WESTEST or meets the criteria for the West Virginia Alternate Assessment.

Evidence:

WV Board of Education Policy 2340
WV Board of Education Policy 2320
WV Board of Education Policy 2417
LEP Inclusion Documentation Form

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95 percent of the students enrolled in each subgroup.

10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?

The West Virginia Department of Education manages a statewide management information system (WVEIS) for schools and school systems. The schools are required by W.Va. Code §18-2-26(e) to use the system for student and financial applications. The student applications are the source of enrollment, student registration, and student biographic and demographic information.

To determine **participation rates** of students tested, a final Testing Pre-slug file (enrollment file for tested grades) is created and submitted to WVDE at the end of the testing window in April. The students identified as enrolled in the tested grades on the date of the final Testing pre-slug are those students that are expected to have taken the statewide assessment or WV Alternate Assessment. Once the tests are scanned and scored, the file of students tested is matched against the Pre-slug enrollment file to determine who did and who did not take the test for each academic subject. The number of tested students divided by the number of enrolled students is the percent tested. The number enrolled but not tested divided by the number enrollment is the percent not tested.

The calculation for participation rate is:

$$\begin{aligned} & (\text{students not tested}/\text{students enrolled}) \times 100 = \% \text{ not tested} \\ & (\text{students tested}/\text{students enrolled}) \times 100 = \% \text{ tested} \end{aligned}$$

Participation rate will be determined for each subject and for each subgroup. West Virginia will average data over two and/or three years (including the most recent year) for calculating the participation rate of all students and all required subgroups and compare the results to the current year. The highest score will be used to determine whether a school or LEA met the required 95% participation rate.

West Virginia will grant participation rate exemptions for students with a significant medical emergency. Special participation rate exemptions for significant medical emergencies and/or for medically, physically or mentally fragile students are based on a student's physical or mental condition and may be available for students suffering from terminal illnesses or injuries or receiving extraordinary short-term medical treatment for either a physical or psychiatric condition.

Evidence:

W.Va. Code §18-2-26(e)
W.Va. Code §§18-2E-1, 18-2E-1a, 18-2E-8 (c)(1)
WV Board of Education Policy 2340
WV Board of Education Policy 2320
WV Board of Education Policy 2510
WVEIS website: <http://wveis.k12.wv.us>