

**EXECUTIVE SUMMARY
WEST VIRGINIA BOARD OF EDUCATION**

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

DATE: February 2003

BACKGROUND

The Assessment Committee from the Agreed Order in *Tomblin v. Gainer* has proposed changes in Policy 2320 to conform with No Child Left Behind legislation. The changes primarily involve recognizing and including subgroups in the performance measures, identifying the graduation standards, and aligning the current policy with the two year requirement of Title I in order for a school to be designated as low-performing.

PURPOSE

The purpose of this Board item is to seek approval for Policy 2320 to be placed on public comment as it has again been revised to align the current policy with the No Child Left Behind legislation.

PROPOSED REVISIONS

Proposed revisions are included in the following sections of Policy 2320.

- General.
- Measures for Determining Adequate Yearly Progress (AYP) for West Virginia Public Schools as Requested by No Child Left Behind.
- Annual Performance Measures for Accountability.
- Annual Performance Measures Goals.
- High Quality Standards.
- School Accreditation Status.
- Seriously Impaired Status.
- Appeals Procedure.

IMPACT

Approval of the proposed revisions will align West Virginia's accountability system with the No Child Left Behind Federal legislation.

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WEST VIRGINIA
SECRETARY OF STATE

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

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, and the Governor 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. ~~Part of this rule implements revisions in W.Va. Code §18-2E-5.~~

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 12, 2002~~

1.4. Effective Date. -- ~~August 11, 2002~~

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.

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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.

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; school attendance rate; ~~student dropout rate~~; graduation rate; percent of graduates who enrolled in college or other post-secondary education, and the percentage of graduates who receive recognition for achievement beyond minimum standards; and the percentage of students in grades 9-12 who take honors classes, advanced placement classes, and dual credit classes and those who succeed.

2.4. The performance measures and high quality standards provide assurance that schools and county boards are making progress in achieving the 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.

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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.

§126-13-3. Responsibility.

3.1. The West Virginia Board of Education has responsibility through the system of education performance audits to assist it in ensuring 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.

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 of the 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

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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. 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.

3.6. 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.

3.7. The Office of Education Performance Audits shall receive assistance as determined by the West Virginia Board of Education from the State 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.

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

3.8.1. Assure that all statewide assessments of student performance are secure.

3.8.2. Administer all accountability measures.

3.8.3. Establish processes which focus on those measurable criteria related to student performance and progress and to the delivery of instruction which will enable student performance and progress.

3.8.4. 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 school, school system, the West Virginia Board of Education, and the process for improving education council, and plans to establish those needed capacities.

3.8.5. Determine whether statewide system deficiencies exist in the capacity to establish and maintain a thorough and efficient system of schools, 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.

3.8.6. 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, and the process for

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improving education council, the center for professional development, regional educational service agencies, the higher education policy commission, and the county boards.

3.8.7. 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.

3.8.8. 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, compliance with limitations on the number of pupils per teacher in a classroom and the number of split-grade classrooms. 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 is ground for dismissal.

~~§126-13-4. Annual Performance Measures. Student achievement, attendance, dropout, and writing assessment data are reviewed annually to determine the accreditation status of schools and the approval status of county boards. No later than the 2003-2004 school year, new student achievement standards will be applied that are based upon a value-added approach, which shall include, but shall not be limited to: 1. Annual changes in students' scores, 2. trends in scores, and 3. goals for schools in average scores. The remaining performance measures may be reviewed annually or randomly by on-site review teams.~~

§126-13-4. Measures for Determining Adequate Yearly Progress (AYP) for West Virginia Public Schools as Required by No Child Left Behind Act of 2001.

4.1. The Annual Performance Measures are measures of student, public school, and county school district performance and comprise the West Virginia accountability system. 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 and secondary 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 as required by the No Child Left Behind Act, 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, 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

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used for determining AYP. Additionally, the safe harbor provision in Section 5.1.5 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.

~~4.1. Achievement. A minimum of fifty percent (50%) of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills; and no more than fifteen percent (15%) of the students perform within the 1st quartile, or the percentage of students performing within the 1st quartile is decreased based on two (2) of the most recent three (3) years. (Education Goal 3) This performance measure will be applied until the new statewide assessment instrument is adopted and implemented. The value added performance measures will be included and phased in as baseline data are available on the new statewide assessment. (Effective 2003-2004)~~

4.2. For purposes of AYP determination the following definitions will be applied: elementary school has a grade configuration which includes grade 6, but not grade 8; middle school is a school that is not elementary 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 West Virginia Board of Education Policy 2418, *Regulations for Alternative Education Programs for Disruptive Students*, 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 West Virginia Board of Education Policy 2419: *Regulations for the Education of Exceptional Students*, will participate in the West Virginia assessment program. The Individualized Education Program (IEP) Team will 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 West Virginia Board of Education Policy 2340, *Statewide Assessment Program*, 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. West Virginia identified five performance levels 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.

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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). (West Virginia Board Policy 2320: *A Process for Improving Education-Performance Based Accreditation System*).

4.4. The five levels of student achievement for the WESTEST include: Distinguished, above mastery, mastery, partial mastery, and novice. Students scoring at or above the mastery level are defined as proficient.

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.

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

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meet the standard.

a. For each of the content standards in reading/language arts and mathematics, five levels of performance descriptors have been developed.

b. West Virginia identified the mastery level as meeting the proficient level specified in No Child Left Behind Act of 2001.

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 and/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. Students in alternative education programs as defined in West Virginia Board of Education Policy 2418 are included in the state accountability system by having individual test scores aggregated in the results of the home county school district/school of referral.

4.5.3. The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school.

4.5.4. 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 West Virginia Board of Education Policy 2419 will participate in the West Virginia assessment program. The Individualized Education Program (IEP) Team will determine how students with disabilities will participate in the statewide assessment program, i.e., WESTEST or West Virginia Alternate Assessment as 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.

4.5.5. All students with limited English proficiency (LEP) in West Virginia public schools are required to participate in the West Virginia statewide assessment program, 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.

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4.5.6. 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 timeline 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 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

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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.

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 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 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

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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 5.1.5.

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 following process will be 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.

4.9.1. 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.

4.9.2. 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.

4.9.3. 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.

4.9.4. 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.

4.9.5. All of the required subgroups, including students with disabilities, 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 LEAs.

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

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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 West Virginia's 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 $g_t / (g_t + d_{t-12} + d_{t-11} + d_{t-10} + d_{t-9})$. 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 Measure 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. Beginning with the 2002-03 school year, school level AYP determination, full academic year is defined as students enrolled continuously in that school from the end of the second school month (October) through the end of the spring assessment administration. Local education agency (LEA) or county school district AYP determination, full academic year, is defined as students enrolled continuously in that district from the end of the second school month (October) through the end of the spring assessment administration. State education agency (SEA) AYP determination, full academic year, is defined as students enrolled continuously in the state from the end of the second school month (October) through the end of the spring assessment administration.

A. For the 2002-03 school year, a minimum of fifty percent (50%) of the school's total students and each subgroup, as required by *No Child Left Behind Act of 2001*, which contains fifty (50) or more students enrolled for a full academic year in grades 3 through 11 perform at or above the 3rd quartile in total basic skills on the SAT-9 assessment; or the percentage of students, including students in subgroups, performing within the 3rd and 4th quartiles in total basic skills is increasing; or no more than fifteen percent (15%) of the total number of students, including students in subgroups, perform within the 1st quartile in total basic skills on the SAT-9 assessment, or the percentage of students performing within the 1st quartile in total basic skills on the SAT-9 assessment is decreased.

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B. 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 5.1.5. During the first year of the WESTEST, the statewide aggregate percentage of students that meets or exceeds the performance level of proficient (mastery) for the respective grade spans will serve as the AYP.

5.1.2. Participation rate. A minimum of ninety-five percent (95%) of all students enrolled in a public school/county school district/state for a full academic year, including students in each subgroup as required by *No Child Left Behind Act of 2001* which contains fifty (50) or more students must participate in the statewide assessment SAT-9 or the West Virginia Alternate Assessment in reading/language arts or mathematics in grades 3-11 in 2002-03; WESTEST or the West Virginia Alternate Assessment in reading/language arts or mathematics in 2003-04 and thereafter. Of the 95 percent (95%) tested, 100 percent (100%) of these students will be included in the state, county school district, and school accountability requirements for AYP. (Policy 2340; Policy 2419; Policy 2510)

~~4.2. Attendance rate. The student attendance rate is at or above ninety three percent (93%). 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. (Policy 4110)~~

5.1.3. Attendance rate. The student attendance rate for elementary, middle, and junior high schools is at or above ninety-three percent (93%) 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 (Policy 4110). 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 each of the nine subgroups.

~~4.3. Dropout rate and Graduation rate. The maximum student dropout rate is five percent (5%) in two (2) of the most recent three (3) years, or in the most recent year for which data are available. The dropout rate is calculated according to the formula of the National Center for Education Statistics. In 2002-03, baseline data on cohort survival will~~

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be implemented to establish a graduation rate, the inverse of which would be the dropout rate.

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.

5.1.5. 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 proficient 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 non-proficient 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.

§126-13-6. Annual Performance Measure Goals.

6.1. The Annual Performance Measure Goals are not part of the adequate yearly progress (AYP) definition but will be used as an indication that the school is providing a high quality curriculum. Annual Performance Measure Goals will be checked during on-site reviews in conjunction with other indicators in the curriculum areas to determine if the curriculum is effective. Schools not meeting the Annual Performance Measure Goals will include a provision in their Unified School Improvement Plan to meet the goal(s). The Annual Performance Measure Goals will also be used in designating schools as exemplary.

4.46.1.1. Writing Assessment. A minimum of sixty percent (60%) of the school's students score at or above 2.0 on the Writing Assessment for the 20042-20023 school year or show an increasing trend in two (2) of the most recent three (3) years; seventy percent (70%) score at or above 2.0 for the 20023-20034 school year or show an increasing trend in two (2) of the most recent three (3) years; and eighty percent (80%) score at or above 2.0 for the 20034-20045 school year or show an increasing trend in two (2) of the most recent three (3) years.

4.56.1.2. Graduates enrolled in college or other post-secondary education. The percentage of responding graduates enrolled in college, or other post-secondary education within one year of graduation is fifty-five percent (55%) or above for the year 2005 graduates or shows an increasing trend in two (2) of the most recent three (3) years.

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4.66.1.3. Enrollment in Advanced Placement and/or honors classes. The percentage of students in each grade 9 through 12 enrolled in Advanced Placement, dual credit, and honors classes is at or above five percent (5%) and the number successfully passing the classes is ninety-five percent (95%). (W.Va. Code §18-9A-1; Policy 2510)

4.76.1.4. Presidential Physical Fitness Test. The percentage of students in grades K-9 passing the Presidential Physical Fitness Test at one of the following levels: Presidential, National, or Fitness is forty percent (40%) or above or shows an increasing trend during the most recent three (3) years. (W.Va. Code §18-2-7a)

§126-13-57. High Quality Standards. The West Virginia Board of Education hereby adopts education standards for student, school, and school system performance and processes in the following areas: Curriculum; workplace readiness skills; finance; transportation; special education services, alternative education, and other programs; facilities; administrative practices and school community relations; training county board members and administrators; personnel qualifications; professional development and evaluation; student, school, and school system performance and progress; a code of conduct for students and employees; indicators of efficiency; safe and disciplined schools; and other areas determined by the West Virginia Board of Education. Each county board of education, in order to define its education program, shall establish policies and implement written procedures that reflect the education standards adopted by the West Virginia Board of Education.

57.1. 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.

57.1.1. Mission and goals. The mission and goals of the school provide direction for planning the school's education program. (Policy 2510)

57.1.2. 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 and the mission of the school is consistent therewith. Appropriate copies of the content standards and objectives are provided to each teacher and to the public upon request. (Policy 2510; Policy 2520)

57.1.3. 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 education opportunities including reteaching, enrichment, and acceleration. All the content standards and objectives in each grade level and in each subject must be taught. (Policy 2510)

5.7.1.4. Learning environment. School staff fosters an environment conducive to learning. (Policy 2510)

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57.1.5. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. In grades K-3, the benchmarks in reading and mathematics and the accompanying informal assessments to guide and measure student progress in mastering the basic skills must be used when approved by the West Virginia Board of Education. (Policy 2510)

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

57.1.7. 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)

57.1.8. 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)

57.1.9. 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)

57.1.10. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for early, middle, and adolescent 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)

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

57.1.12. 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)

57.1.13. Work-based learning. Work-based learning experiences aligned with classroom instruction are provided for all students during at least one year in grades 9-12. (Policy 2510)

57.1.14. Multicultural education. Multicultural education is taught at each programmatic level, 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)

57.1.15. 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

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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)

57.1.16. 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)

57.1.17. Use of Advisory Councils. Each local education agency or multi-county technical center has a General Advisory Council that meets on a regular basis to provide advice on current job needs and on the relevancy of courses being offered. Each technical concentration has a program advisory council that meets on a regular basis to advise on course content, including which skills should be taught, instructional materials and equipment needed, and standards which should be met to assure student employability or preparedness for further education. (Policy 2510)

57.1.18. Program accreditation and student credentials. Every technical program area shall obtain or be in the process of obtaining an industry recognized program accreditation/certification/approval when one is appropriate and available. Every technical program area shall provide students the opportunity to obtain industry recognized credentials when such credentials are available and appropriate or be in the process of making such opportunities available. (Policy 2510)

57.2. Student and School Performance. The school's education program ensures that: students are taught at developmentally appropriate levels; 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.

57.2.1. Unified School Improvement Plan. A formal written Unified School Improvement Plan that includes a technology plan, safe and productive school plan, the integration of special needs students plan, and the Elementary and Secondary Education Act school based improvement plan is established, implemented, and reviewed annually. The plan must specify how the school intends to increase student achievement. It must be developed through a strategic planning process and must be based on all available data regarding student achievement. (Policy 2510)

57.2.2. Counseling services. Counselors shall spend at least seventy-five percent (75%) of work time in a direct counseling relationship with students, and shall devote no more than one fourth 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)

57.2.3. Student transition plans. Five year two part individualized student transition plans, covering grades nine through twelve and the first year after graduation from high school, are prepared and on file for students. ~~(First Phase effective for students entering~~

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~~grade 8 1998-1999 and Second Phase effective for students entering grade 10 2000-2004)~~
~~(W.Va. Code §18-2E-8; Policy 2510)~~

57.2.4. 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. (Policy 2510; Policy 5310)

57.2.5. 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)

57.2.6. Student Assistance Team. A Student Assistance Team is established, and functioning, and meeting the responsibilities outlined in Policy 2510. (Policy 2510)

57.2.7. Graduate assessment form. Each graduate is provided an assessment form and is requested to complete and return the form to the high school at the end of the first year following graduation. The data from the assessment are used for curriculum and instructional modification. (effective 2003-2004) (W.Va. Code §18-2E-8; Policy 2510)

57.3. Finance. Resource allocations ensure that all students are provided equal education opportunities through qualified personnel; safe, efficient, and adequate facilities and transportation services; and adequate instructional materials, supplies, and equipment.

57.3.1. Casual deficit. The county board does not have a deficit greater than a casual deficit. (W.Va. Code §18-2E-5)

57.3.2. Accounting practices. The county board's and individual school's accounting practices, including faculty senate funds, are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100)

57.4. Transportation. Adequate transportation services are provided in a safe manner for all eligible students.

57.4.1. Transportation services. The county board provides safe transportation and special transportation services for eligible students. (Policy 2419; Policy 4334; Policy ~~4335~~4336)

57.5. Special Education Services and Alternative Education. Special education services and alternative education programs are provided that meet the education needs of students. (Policy 2419; Policy 2418)

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

57.6. Facilities. School facilities are safe and meet the needs of students.

57.6.1. Determine and report 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 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.

57.6.2. Safe, healthy, and accessible facilities. Buildings, grounds, furnishings, and equipment meet accepted safety and health standards as measured by other agencies, the requirements of Policy 6200, and program accessibility requirements of Section 504, Rehabilitation Act of 1973 §§104.22 and 104.23. (W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §§104.22 and 104.23)

57.7. 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.

57.7.1. Health services. Health services are provided to all students to maximize learning potential. (W.Va. Code §§16-3-4, 4a; 18-5-17 and 22; Policy 2422.7)

57.7.2. Attendance director. An attendance director is employed to ensure regular school attendance. (W.Va. Code §§18-8-1a and 3; Policy 2510)

57.7.3. Business/Community Partnerships. The county and schools involve active business partners in the teaching and learning process. (Policy 2510)

57.7.4. Pupil-teacher ratio and split-grade classrooms. No teacher shall have more than 20 pupils in kindergarten, 25 pupils in grades 1 through 3, and 25 pupils in grades 4 through 6, excluding chorus, band, and orchestra. Exemptions may be granted for no more than 3 additional pupils per teacher for kindergarten and grades 4 through 6. The number of split-grade classrooms does not exceed the number that existed as of January 1, 1983. (W.Va. Code §18-5-18a)

57.7.5. Parents and the community are provided information and opportunities for involvement. Staff members provide parents and the community with understandable information and techniques for helping students learn. The level of parent/community involvement is based on activities supported and promoted by the school in accordance with West Virginia Board of Education guidelines.

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57.7.6. Local school improvement council, faculty senate, and curriculum team. A local school improvement council, faculty senate, and curriculum team are established, functioning, and meet the statutory requirements. (W.Va. Code §§8-5A-2, 18-5-14, 18-5A-5, & 18-5A-6; Policy 2510; Policy 5500.03)

57.7.7. Codes of conduct. The county and schools implement and routinely 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)

57.7.8. Planning and Lunch Periods. Teachers are provided a duty-free planning period that is the length of the usual class period and is not less than thirty minutes and teachers and service personnel are provided a duty-free lunch period. (W.Va. Code §18A-4-14)

57.7.9. Statewide assessment. Test security measures are in place for mandated statewide testing. All students in the school participate in the statewide assessment program that includes ~~norm-referenced state content~~ assessments at grades ~~43~~-11 and an assessment in kindergarten, the ACT Explore at grade 8, and the writing assessment at 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 ~~norm-referenced test 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 norm-referenced 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 non-standard conditions. ~~If less than 90 percent of students are tested under standard conditions the reasons must be documented through IEPs, 504 plans, or attendance records.~~ 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. At least 95 percent (95%) of all students will be tested. Of the 95 percent (95%) or more tested, one-hundred percent (100%) of these students will be calculated into the state, district, and school accountability requirements of adequate yearly progress. (Policy 2340; Policy 2419; Policy 2510)

7.7.9. Statewide assessment. Test security measures are in place for mandated statewide testing. All students in the public school participate in the statewide assessment program using the SAT-9 or WV Alternate Assessment at grades 3 –11 (2002-03 school year) and the West Virginia Educational Standards Test (WESTEST) or WV Alternate Assessment at grades 3-8 and 10 (2003-04 school year and thereafter) and the writing assessment at grades 4, 7, and 10. Students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan may be assessed under one of the following conditions: standard conditions, standard conditions with accommodations, or non-standard conditions with modifications during the 2002-03 school year. Students unable to participate in the norm-referenced assessment (2002-03) under these conditions and who meet the alternate assessment criteria will participate in the West Virginia

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Alternate Assessment. Beginning in 2003-04, all students will participate in the statewide assessment (WESTEST) either under standard conditions, standard conditions with modifications as defined by the state, or on the WV Alternate Assessment. (Effective 2003-2004)

57.7.10. Skill improvement program. Any student performing below the 50th percentile in the areas of reading, mathematics, and/or language at grade 8 or above is placed in a skill improvement program in those areas of deficiency. ~~(Effective 2004-05)~~ (Policy 2510)

57.7.11. Certificate of proficiency. A certificate of proficiency is issued to each graduate. (Policy 2510)

57.8. Training County Board Members. Training programs for county board members support the county education program and contribute to improved leadership performance by including activities related to board membership and governance effectiveness.

57.8.1. Annual Training. County board members whose terms of office commence after August 30, 1990, receive annually a minimum of seven hours of training through the West Virginia School Boards Association or other organizations approved by the West Virginia Board of Education, including effective board service, personnel relations/development, policy development, school finance, curriculum and instruction, school law, communication, community relations, and leadership. Members of a county board elected after July 1, 1990, shall complete an orientation relating to board membership and governance, unless they took office prior to July 1, 1988, and have served continuously therefrom. (W.Va. Code §§18-2E-4 and 5 and 18-5-1a)

57.9. 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.

57.9.1. Hiring. County boards follow hiring practices set forth in W.Va. Code §§18A-4-7a and 18A-4-8. (W.Va. Code §§18A-4-7a and 18A-4-8)

57.9.2. 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)

57.10. Professional Development and Evaluation. School personnel improve their knowledge and job performance to ensure the delivery of high quality programs and services that promote the health, safety, and success of all students.

57.10.1. 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

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Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; ~~Policy 5314~~)

57.10.2. Excellence in job performance. Excellence in job performance is acknowledged through ongoing recognition programs at the county and school levels. (Policy 2320)

57.10.3. Staff development. A staff development program for professional educators and service personnel that conforms with W.Va. Code, West Virginia Board of Education policies, and county board policies is implemented. (W.Va. Code §18A-3-8; Policy 5500; Policy 5500.02)

57.10.4. 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)

57.11. 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.

57.11.1. 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)

57.11.2. Preventive discipline, student involvement, and character education. A preventive discipline program must be implemented which may include the Responsible Students through Positive Behavior Support Program. A student involvement program must be implemented which may include, but is not limited to, peer mediation, classroom meetings, or teen court. A character education initiative is implemented as outlined in W.Va. Code §18-2-13. (W.Va. Code §§18-2-13 and 18-5A-2)

57.11.3. 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 4370~~; Policy 4373; Policy 2515)

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

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57.12.1. 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)

§126-13-68. 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; facilities; administrative practices; personnel; utilization of Regional Education Service Agency, or other regional services that may be initiated between and among participating county boards.

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

68.1.1. 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.

68.1.2. 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.

68.1.3. 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)

68.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree to which managerial/administrative services provided to the schools establish and support high quality curriculum and instructional services.

68.1.5. 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.

68.1.6. 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.

§126-13-79. County and School Improvement Plan Process.

79.1. Each county board develops and submits a Unified County Improvement Plan by December 31, 1997, and an update each year thereafter. The plan specifies how the county school system, intends to strengthen the county education program in order to increase student achievement. The plan must be developed through a strategic planning process and incorporate data from the Unified School Improvement Plans of the system's schools.

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79.2. Each school develops a Unified School Improvement Plan by September 30 and annually submits to the West Virginia Office of Education Performance Audits a checklist indicating compliance with the high quality standards and performance measures and specific plans to meet standards and performance measures not met. The plan shall include a safe and productive school plan, a technology plan, the integration of special needs students plan, and the Elementary and Secondary Education Act (*No Child Left Behind Act of 2001*) school based improvement plan. The plan is established, implemented, and reviewed annually. The plan must specify how the school intends to increase student achievement. It must be developed through a strategic planning process and must be based on all available data regarding student achievement.

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

79.4. At the direction of the West Virginia Board of Education or by weighted selection by the West Virginia Office of Education Performance Audits, 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 checklist provided by the schools will also be determined.

§126-13-810. School Accreditation Status.

810.1. 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.

810.2. Exemplary accreditation status shall be issued to a school when the measure of the school's student and school performance and progress substantially exceeds the minimal level performance on the standards adopted by the West Virginia Board of Education.

810.3. Full accreditation status shall be issued to a school when the measure of the school's performance and progress is at a level that meets the annual performance measures and high quality standards in this policy. A school may remain on full accreditation status for six months following an on-site review providing all annual performance measures are met, there are no safety or health deficiencies that would endanger students, or extraordinary circumstances as defined by the West Virginia Board of Education.

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§10.4. Conditional accreditation status shall be issued to a school when the measure of the school's performance and progress is below established standards and performance measures, but the school's Unified Improvement Plan has been revised to achieve full accreditation status by a date certain, the plan has been approved by the West Virginia Board of Education, and the school is meeting the objectives and time line in the revised plan.

§10.5. Temporary accreditation status shall be issued to a school when the measure of the school's performance and progress is below established standards and performance measures for two (2) 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. 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.

§10.5.1. 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.

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

§10.6. Seriously impaired status shall be issued to a school when the measure(s) of the school's performance and progress is/are below the established performance measures or the West Virginia Board of Education determines that extraordinary circumstances exist.

§126-13-40 11. 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. Note: This definition will remain in place until the new assessment program is implemented and baseline data can be established. Note: These criteria will be reevaluated based on the new assessment and benchmark data to be established in 2003-04.

911.1. Seventy-five percent (75%) or more of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills and 10 percent (10%) or fewer students perform within the 1st quartile. ~~This performance measure will be applied until the value-added assessment approach is developed.~~

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

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911.3. 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.

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

§126-13-10 12. 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.

4012.1. The percentage of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills is thirty percent (30%); and thirty percent (30%) of the students perform within the 1st quartile, unless the percentage of students performing within the 1st quartile is decreased based on two (2) of the most recent three (3) years. This performance measure will be applied until the new statewide assessment instrument is implemented. The value-added performance measures will be phased in as baseline data are available on the new statewide assessment.

4012.2. The student attendance rate is at or below eighty percent (80%) in the most recent year for which data are available and one (1) of the two (2) preceding years.

4012.3. The student dropout rate is at or above nine percent (9%) in the most recent year for which data are available and one (1) of the two (2) preceding years. The dropout rate is calculated according to the formula of the National Center for Education Statistics.

4012.4. The school falls below the criteria for full accreditation in all three of the following performance measures: 4.1, student achievement; 4.2, student attendance; and 4.3, student dropout.

4012.5. 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 the following conditions.

4012.5.1. 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.

4012.5.2. 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.

4012.5.3. 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;

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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 5.12 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 such other improvements as may be necessary to correct the impairment.

c. If the school's impairment is not corrected by a date certain set by the West Virginia Board of Education, the West Virginia Board of Education shall appoint a monitor/distinguished educator 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 Virginia Board of Education. The monitor's /distinguished educator's work location shall be at the school and the monitor/distinguished educator shall work collaboratively with the principal. The monitor/distinguished educator shall, at a minimum, 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/distinguished educator 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, 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

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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 placed on the preferred recall list for all positions in the county for which the principal is certified, as defined in section seven, article four 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 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, any student attending the school may transfer once to the nearest fully accredited school, subject to approval of the fully accredited school and at the expense of the school from which the student transferred.

§126-13-4113. School System Approval.

4113.1. 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.

4113.2. Full approval shall be issued to a county board whose educational system meets or exceeds all of the high quality standards for student, school, and school system performance, progress, and processes adopted by the West Virginia Board of Education and whose schools have all been issued full, conditional, or temporary accreditation status.

A school system may remain on full approval status for six months following an on-site review providing there are no safety or health deficiencies which would endanger students, the school system meets or exceeds student performance and progress, no extraordinary

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circumstances exist and a plan is approved to correct all process standard deficiencies within six months.

4413.3. 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.

4413.4. Temporary approval shall be issued to a county board whose educational 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.

4413.5. Nonapproval status shall be issued to a county board which fails to meet the criteria established by the West Virginia Board of Education.

§126-13-4214. Nonapproval Status. A school system shall be designated as on nonapproval status when one or more of the following conditions exist:

4214.1. The county board fails to submit and gain approval of its Unified County Improvement Plan.

4214.2. 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.

4214.3. A county board on conditional approval status fails to meet the objectives and time line of its revised plan.

4214.4. A county board on conditional approval status fails to achieve full approval status by the date specified in the revised plan.

4214.5. 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 5.12. (Policy 1340)

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4214.6. 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.

4214.6.1. 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.

4214.6.2. 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.

4214.6.3. This intervention may include, but is not limited to the following:

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 state board 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; and

d. 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))

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4214.6.4. 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.

§126-13-15. Appeals Procedure.

15.1. 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 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.

15.1.1. Resolution Timeline. The appeals procedure shall be resolved within 30 days.

15.1.2. 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.

15.2. 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.

15.2.1. 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. If data are accurate and correctly applied, the appeal process shall be complete. If data are deemed inaccurate, as verified by the department, the Office of Education Performance Audits will make appropriate adjustments. Reasons for any noncompliance will be provided.

15.2.2. 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

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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.

15.2.3. 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.

§126-13-43 16. On-Site Reviews.

~~43~~ 16.1. An unannounced on-site review may be conducted at the direction of the West Virginia Board of Education or by weighted selection by the Office of Education Performance Audits, an announced (five days in advance) on-site review shall be conducted by the Office of Education Performance Audits of any school or school system for purposes, including, but not limited to, the following:

~~43~~16.1.1. Verifying data reported by the school or county board.

~~43~~16.1.2. Documenting compliance with policies and laws.

~~43~~16.1.3. Evaluating the effectiveness and implementation status of school and school system Unified Improvement Plans.

~~43~~16.1.4. 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.

~~43~~16.1.5. 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.

~~43~~16.1.6. 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 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.

~~43~~16.2. Selection of schools and school systems for an on-site review shall use a weighted sample so that those with lower performance and progress indicators and those that have not had a recent on-site review have a greater likelihood of being selected.

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~~43~~16.3. The Office of Education Performance Audits may conduct on-site reviews which are limited in scope to specific areas in addition to full reviews which cover all areas.

~~43~~16.4. An on-site review of a school or school system shall include a person or persons who has/have expert knowledge and experience in the area or areas to be reviewed and who is/are designated by the West Virginia Board of Education from the department of education and the agencies responsible for assisting the office. 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 state board 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.

~~43~~16.5. 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 the superintendent shall be provided the opportunity to be present.

~~43~~16.6. The Office of Education Performance Audits shall report the findings of the on-site reviews to the West Virginia Board of Education for inclusion in the evaluation and determination of a school's or county board's accreditation or approval status as applicable. The report on the findings of an on-site review shall be submitted to the West Virginia Board of Education within thirty days following the conclusion of the on-site review and to the county superintendent and principals of schools within the reviewed school system within forty-five days following the conclusion of the on-site review. A copy of the report shall be provided to the process for improving education council.

~~43~~16.7. 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 Office of Education Performance Audits 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.

~~43~~16.8. If an acceptable plan is presented to the West Virginia Office of Education Performance Audits, the county board and school(s) shall implement the plan(s) in accordance with the date certain.

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4316.9. If the plan submitted to the West Virginia Office of Education Performance Audits is not acceptable, the Director of the office may return the plan for modification or has discretion to modify the plan in consultation with the county board and accept the plan as modified.

4316.10. 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.

§126-13-4417. Capacity Building.

4417.1. 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.

4417.2. 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.

4417.2.1. 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.

44 17.2.2. 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.

44 17.3. 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:

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44 17.3.1. 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;

4417.3.2. 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;

4417.3.3. 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;

4417.3.4. Requesting technical assistance from the School Building Authority in assessing or designing comprehensive educational facilities plans;

4417.3.5. Recommending priority funding from the School Building Authority based on identified needs;

4417.3.6. 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;

4417.3.7. Submitting requests to the Legislature for appropriations to meet the identified needs for improving education;

4417.3.8. Directing county boards to target their funds strategically toward alleviating deficiencies;

4417.3.9. Ensuring that the need for facilities in counties with increased enrollment is appropriately reflected and recommended for funding;

4417.3.10. Ensuring that the appropriate person or entity is held accountable for eliminating deficiencies; and

4417.3.11. 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.

4417.3.12. 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.

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§126-13-4518. 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 hereby adopts 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.

~~4518.1.~~ 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)

~~4518.1.1.~~ School location. School location and site generally meet minimum standards. (Policy 6200 §202-206)

~~4518.1.2.~~ Administrative and service facilities. Administrative and service facilities are generally adequate. (Policy 6200 §§301.01-.03)

~~4518.1.3.~~ Teachers' workroom. The teachers' workroom is adequate. (Policy 6200 §301.04)

~~4518.1.4.~~ Counselor's office. The counselor's office is adequate. (Policy 6200 §301.10)

~~4518.1.5.~~ Library/media and technology center. The library/media and technology center meets standards. (Policy 6200 §§303; 413; 514)

~~4518.1.6.~~ Grades 9 through 12 computer laboratory. The grades 9 through 12 computer laboratory is adequate in facility, equipment, and materials. (Policy 6200 §615)

~~4518.1.7.~~ K classrooms. Each kindergarten classroom has sufficient space, equipment, and materials. (Policy 6200 §§402.01; 402.05)

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4518.1.8. Grades 1-12 classrooms. Each classroom has sufficient space, equipment and materials. (Policy 6200 §§403; 502; 602)

4518.1.9. Grades K-12 remedial. Each remedial instructional area has sufficient space, equipment and materials. (Policy 6200 §§404; 503; 603)

4518.1.10. 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)

4518.1.11. Grades 6-12 science facilities. Each specialized instructional area in science has sufficient space, equipment and materials. (Policy 6200 §§511; 610)

4518.1.12. Grades 7-12 auditorium/stage. Auditorium/stage facilities are adequate. (Policy 6200 §§519; 616)

4518.1.13. 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)

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

4518.1.15. Health service units. Health service units are adequate. (Policy 6200 §301)

4518.1.16. Grades 7-12 vocational. Vocational equipment and materials in each curriculum area are adequate to meet curriculum needs. (Policy 6200 §§801-809)

4518.2. School personnel. Adequate administrative, instructional, support, and service personnel are provided.

4518.2.1. 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.)

2-19-03

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.

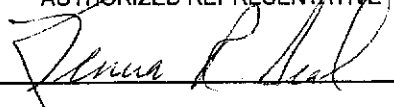
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

February 20, 2003

West Virginia Board of Education
Office of Education Performance Audits



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

§126-13-6. - Annual Performance Measures Goals.

§126-13-7. - High Quality Standards.

§126-13-10. - School Accreditation Status.

§126-13.11. - Exemplary Accreditation Status.

§126-13.12. - Seriously Impaired Status

§126-13.15. - Appeals Procedure.

Please submit comments by March 28, 2003 to:

**Dr. Donna Davis, Deputy Director
Office of Education Performance Audits
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Charleston, WV 25301**

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E-Mail: dndavis@access.k12.wv.us**