

WEST VIRGINIA  
SECRETARY OF STATE

JOE MANCHIN, III

ADMINISTRATIVE LAW DIVISION

Form #5

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2003 MAY -1 P 1:31

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, § 2, W. Va. Code §18-2-5 and §18-2-26.

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE  X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§ 29A-3B-1, et seq.; W. Va. Board of Education  
v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES  X  NO \_\_\_\_\_

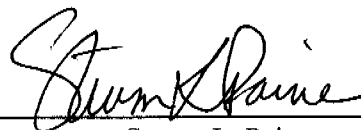
IF YES, SERIES NUMBER OF RULE BEING AMENDED:  13

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

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS  May 31, 2003 .



Steven L. Paine  
Deputy State Superintendent of Schools

\$16.00

**EXECUTIVE SUMMARY  
WEST VIRGINIA BOARD OF EDUCATION**

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

**PUBLIC COMMENT PERIOD ENDED: March 28, 2003**

**DATE: April 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. These 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 revisions according to the responses received during the comment period and to include the proposed changes by the Assessment Committee from the Agreed Order in Tomblin v. Gainer to conform with the No Child Left Behind Federal legislation.

**PROPOSED REVISIONS**

The proposed revisions according to the accepted comments are included in the policy as noted in the comment log.

**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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**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.

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. -- May 1, 2003

1.4. Effective Date. -- May 31, 2003

1.4.1. Unless specified otherwise within the policy.

**§126-13-2. Purpose.**

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

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

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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; 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 legislatively established education goals of the state of West Virginia. (W.Va. Code §18-1-4)

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

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

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

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

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

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

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

2.5.1. Ready children to learn.

2.5.2. Teaching all children to read.

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

2.5.4. Building middle level education.

2.5.5. Strengthening adolescent education.

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

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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 and otherwise to ensure that a thorough and efficient system of schools is being provided and to improve student, school, and school system performance and progress through an assessment and accountability system that includes:

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

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

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

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

3.2.1. Determining school accreditation and school system approval status.

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

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

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

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

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

3.8. 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 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 of education.

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 contained in the reporting formats is ground for dismissal.

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

4.1. The Annual Performance Measures are measures of student, public school, and county school district performance and 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, middle, and high schools established and maintained at public expense through the state aid formula. The LEA is defined as the county school district. For the purpose of determining AYP, all students, including students in all subgroups (All students, Economically Disadvantaged, Racial/Ethnicity White, Racial/Ethnicity Black, Racial/Ethnicity Hispanic, Racial/Ethnicity Asian, Racial/Ethnicity American Indian/Alaskan, Students with Disabilities, and Limited English Proficiency Students), must annually meet the identified percentage of students to be at the mastery (proficient) level for each of the AYP indicators: student achievement, participation rate, graduation rate, or attendance rate. The indicators defined in Sections 5.1.1, 5.1.2, 5.1.3, and 5.1.4 will be used for determining AYP. Additionally, the safe harbor provision in Section 5.1.1 (b) will allow schools and LEAs that failed to meet the proficiency level for achievement an alternative method of demonstrating that they have made AYP. The accreditation status of schools and the approval status of county school districts will be

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determined for the 2002-2003 school year and thereafter using annual performance measures included in Sections 5.1.1, 5.1.2, 5.1.3, and 5.1.4.

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

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

4.3.1. All students with disabilities in West Virginia public schools as defined under Section 602(3) of the *Individuals with Disabilities Education Act* (IDEA) amendments of 1997 and W.Va. 126CSR16, West Virginia Board of Education Policy 2419, *Regulations for the Education of Exceptional Students* (hereinafter Policy 2419), will participate in the West Virginia assessment program. The Individualized Education Program (IEP) Team will determine how students with disabilities will participate in the statewide assessment program, i.e., West Virginia Educational Standards Test (WESTEST) or the West Virginia Alternate Assessment Program, as defined in W.Va. 126CSR14, West Virginia Board of Education Policy 2340, *Statewide Assessment Program* (hereinafter Policy 2340), and Policy 2419. The West Virginia Alternate Assessment will yield reading/language arts and mathematics assessment results for inclusion in AYP determination.

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

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

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

b. The number of students scoring at the Progressing performance level on the

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

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

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

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

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

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

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

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

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

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

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

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

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

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county school district, and state accountability results.

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

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

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

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

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

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

4.6.3. All subgroups as required by *No Child Left Behind Act of 2001* will be held accountable to the academic indicators of reading/language arts and mathematics. A ten-year timeline is required for public schools to reach the goal of 100 percent (100%) of

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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 schools. The same process is applicable for calculating the starting point for mathematics.

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

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

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

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

E. The largest percent of students who scored at the proficient level in reading/language arts and mathematics from the public schools identified in Section

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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 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,

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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 standards, in the standard number of years. For students with disabilities, the student's Individualized Education Plan (IEP) will determine the standard number of years for graduation.

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

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### §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 for 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 for 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.

b. Safe harbor provision. A safe harbor provision for meeting AYP is available to the public school/LEA/state that fails to meet AYP for the achievement indicator, i.e., percentage of students 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 and 3) attain a ninety-five (95%) participation rate.

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 3<sup>rd</sup> and 4<sup>th</sup> quartiles in total basic skills is increasing; and no more than twenty-five percent (25%) 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. For schools that do not meet the minimum N (number) in the tested class levels, the AYP will be determined using the total aggregate population only and will average the current year test results with the two prior years of test results.

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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 5.1.1 (b). 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, including students in each subgroup as required by *No Child Left Behind Act of 2001* 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. (Policy 2340; Policy 2419; Policy 2510)

5.1.3. Attendance rate. The student attendance rate for elementary and middle schools is at or above ninety-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 W.Va. 126CSR81, West Virginia Board of Education Policy 4110 *Attendance Policy* (hereinafter 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 the subgroup/s not meeting AYP. (Note: Effective July 1, 2003, the State Board shall promulgate a legislative rule pursuant to article three-b, chapter twenty-nine-a of West Virginia Code that sets forth student absences that shall be excluded for accountability purposes. The absences that shall be excluded by the rule shall include, but not be limited to, excused student absences, students not in attendance due to disciplinary measures and absent students for whom the attendance director has pursued judicial remedies to compel attendance to the extent of his or her authority.)

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

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graduates include only those students who receive a regular diploma in the standard number of years and does not include students receiving the GED. For the AYP determination, the graduation rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the graduation rate standard must be met by the subgroup/s not meeting AYP.

### **§126-13-6. 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.

6.1.1. 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 2002-2003 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 2003-2004 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 2004-2005 school year or show an increasing trend in two (2) of the most recent three (3) years.

6.1.2. 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.

6.1.3. 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 as defined in Policy 2510 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)

6.1.4. 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)

**§126-13-7. 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

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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.

7.1. 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.

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

7.1.2. 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)

7.1.3. 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 educational opportunities including reteaching, enrichment, and acceleration. The content standards and objectives in each grade level and in each subject must all be taught. (Policy 2510)

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

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

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

7.1.7. 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)

7.1.8. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have

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regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

7.1.9. 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)

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

7.1.11. 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)

7.1.12. 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)

7.1.13. 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)

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

7.1.15. 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 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)

7.1.16. 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)

7.1.17. 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

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equipment needed, and standards which should be met to assure student employability or preparedness for further education. (Policy 2510)

7.1.18. 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)

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

7.2.1. 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)

7.2.2. 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 twenty-five percent (25%) of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

7.2.3. 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. (W.Va. Code §18-2E-8; Policy 2510)

7.2.4. 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)

7.2.5. 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)

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

7.2.7. 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)

7.3. 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.

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

7.3.2. Accounting practices. The county board's and individual school's accounting practices, including faculty senate funds, and 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)

7.4. Transportation. Adequate and safe transportation services are provided for all eligible students.

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

7.5. 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)

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

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

7.6.1. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures.

7.6.2. Safe, healthy, and accessible facilities. Buildings, grounds, furnishings, and equipment meet accepted safety and health standards as measured by other agencies, the

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requirements of W.Va. 126CSR172, West Virginia Board of Education Policy 6200, *Handbook on Planning School Facilities*, (hereinafter 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)

7.7. 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.

7.7.1. 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)

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

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

7.7.4. 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)

7.7.5. 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.

7.7.6. 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)

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

7.7.8. 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)

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7.7.9. 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 state content assessments at grades 3-11, the ACT Explore at grade 8, the ACT PLAN at grade 10, and the writing assessment at grades 4, 7, and 10. This includes 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 on the state content assessments under one of the following conditions: standard conditions, standard conditions with accommodations, or non-standard conditions with modifications. Students unable to participate in the 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. Students who are continuously enrolled in the public school from the end of the second school month to the spring assessment administration will be considered in the accountability system. (Policy 2340; Policy 2419; Policy 2510)

7.7.10. 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. (Policy 2510)

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

7.8. 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.

7.8.1. 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)

7.9. 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.

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7.9.1. 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)

7.9.2. 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)

7.10. 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.

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

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

7.10.3. 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)

7.10.4. 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)

7.11. 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.

7.11.1. 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)

7.11.2. 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)

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7.11.3. 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 4373; Policy 2515)

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

7.12.1. 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)

**§126-13-8. 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 Educational Service Agency, or other regional services that may be initiated between and among participating county boards.

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

8.1.1. 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.

8.1.2. 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.

8.1.3. 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)

8.1.4. 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.

8.1.5. 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.

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8.1.6. 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.

### **§126-13-9. County and School Improvement Plan Process.**

9.1. 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.

9.2. 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 appropriate data regarding student achievement.

9.3. The county superintendent and board president and each school's principal shall sign a statement verifying that the information submitted in the county and school Unified Improvement Plan and 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.

9.4. 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.

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

10.1. 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.

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10.2. 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.

10.3. 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.

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.

**§126-13-11. 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

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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.

11.1. Seventy-five percent (75%) or more of the school's students in grades 3 through 11 perform at or above the 3<sup>rd</sup> quartile in total basic skills and 10 percent (10%) or fewer students perform within the 1<sup>st</sup> quartile.

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

11.3. 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.

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

**§126-13-12. 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.

12.1. The percentage of the school's students in grades 3 through 11 perform at or above the 3<sup>rd</sup> quartile in total basic skills is thirty percent (30%); and thirty percent (30%) of the students perform within the 1<sup>st</sup> quartile, unless the percentage of students performing within the 1<sup>st</sup> 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.

12.2. 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.

12.3. 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.

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

12.5. 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, but are not limited to, the following conditions.

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12.5.1. 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.

12.5.2. 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.

12.5.3. 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; violation of W.Va. Code and West Virginia Board of Education policies that impact the provision of an appropriate educational program; unhealthy or unsafe conditions for students and/or employees; or failure to provide a high quality and equal educational opportunity for students which can be directly attributed to deficiencies in leadership according to Section 7.12 and to the school's resources in facilities, personnel, curriculum, and/or equipment and materials. (Policy 1340)

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

b. Upon approval of the recommendations by the West Virginia Board of Education, the recommendations shall be made in writing to the county board. If progress in correcting the impairment is not made within six months of receipt of the recommendations, the West Virginia Board of Education shall place the county board on temporary approval status and provide consultation and assistance to the county board to (i) Improve personnel management, (ii) establish more efficient financial management practices, (iii) improve instructional programs and rules, or (iv) make 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/distinguished educator's work location shall be at the school and the monitor/distinguished educator shall work collaboratively with the principal. At a minimum the monitor/distinguished educator shall report monthly to the West Virginia Board of Education on the measures being taken to improve the school's performance and the progress being made. The reports may include requests for additional assistance and recommendations required in the judgment of the monitor/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

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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 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.

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### **§126-13-13. School System Approval.**

13.1. 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.

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

13.3. 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.

13.4. 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.

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

**§126-13-14. Nonapproval Status.** A school system shall be designated as on nonapproval status when one or more of the following conditions exist:

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

14.2. 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.

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

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

14.5. 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)

14.6. 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.

14.6.1. 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.

14.6.2. 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.

14.6.3. 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;

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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))

14.6.4. 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

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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 within five working days of receipt of the appeal. If data are accurate and correctly applied, the appeal process shall be complete. If data are deemed inaccurate, as verified by the 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 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.

### **§126-13-16. On-Site Reviews.**

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:

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

16.1.2. Documenting compliance with policies and laws.

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

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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.

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.

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 West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures.

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.

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.

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 West Virginia Board of Education shall advise and assist the director to appoint the team or teams. The person or persons designated by the West Virginia Board of Education shall be the team leaders. The persons designated by the West Virginia Board of Education shall be responsible for completing the report on the findings and recommendations of the on-site review in their area of expertise. It is the intent of the Legislature that the persons designated by the West Virginia Board of Education participate in all on-site reviews that involve their area of expertise to the extent practicable so that the on-site review process will evaluate compliance with the standards in a uniform, consistent and expert manner.

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.

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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.

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.

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.

16.9. 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.

16.10. 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.

### **§126-13-17. Capacity Building.**

17.1. 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.

17.2. 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.

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17.2.1. 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.

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.

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:

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;

17.3.2. 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;

17.3.3. 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;

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

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

17.3.6. 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;

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

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

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

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

17.3.11. 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.

17.3.12. 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.

**§126-13-18. Identification of Resource Needs.** A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education has heretofore adopted resource evaluation as a part of the accreditation and evaluation process. This process will meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

18.1. 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*)

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

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

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

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

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

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

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

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

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

18.1.10. 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)

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

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

18.1.13. 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)

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

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

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

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

18.2.1. 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.)

## 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.

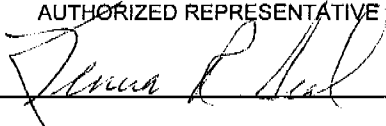
DATE

February 20, 2003

AGENCY

West Virginia Board of Education  
Office of Education Performance Audits

AUTHORIZED REPRESENTATIVE

  
\_\_\_\_\_

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

**COMMENT LOG**

February 24, 2003 to March 28, 2003

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

Date	Individual/Organization	Comments	Action/Type	Rationale
<b>§126-13-1. – General.</b>				
3/10/03	Mrs. Carmen Henninger Principal Central Elementary School 2 Bobcat Lane Buckhannon, WV 26201	No one seems to have addressed the fact that a special ed student in placement is considered continually enrolled although we have no control over what that student is being taught or not taught. We have one special ed student who regressed in almost all iep goal areas while in placement. If a student is in placement in for example, Fox Run, the student is out of state and yet counts as a student who has been enrolled for a <u>full-academic year</u> . This could greatly affect our scores as a school with only 77 students in grades 2-5.	N-	A cell size of 50 will assist in preventing a few unique situations from causing small cell sizes from improper identification.
3/17/03	Faculty Senate Members/ Principal/Teachers/Aids/ Secretary (Parent) Lashmeet Matoaka School Secretary PO Box 408 Matoaka, WV 24736	We, the staff of Lashmeet Matoaka School, wish to comment on the WVDE Policy 2320 (Accreditation Policy). We consider the recommend changes for the 2003 Accountability Measures to be more reasonable than current requirements. Therefore, we ask that the <i>wording</i> of the proposed Policy 2320 remain the same as it is. We feel that this policy, if left as proposed, will enable us to better meet the rigorous demands of the No Child Left Behind legislation. Thank you for considering our request.	N+	No action required.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/18/03	Vanessa K. Howell Mercer County Schools 1403 Honaker Avenue Princeton, WV 24740  Patricia Ball Oakvale School PO Box 196 Oakvale, WV 24739  Dreema Bromfield 403 East Drive Princeton, WV 24740	I, Vanessa Howell, Patricia Ball, Dreema Bromfield, John Tony Mallamaci, Jr., Tim Woody, Lisa Bailey would like to go on record as being in full support of Amendment 2320, Series Number 13. I agree with the proposed changes relating to Title I, quartile standards, and cell size. I feel that West Virginia's alignment of its accountability system with the No Child Left Behind Legislation is critical for the success of students and schools in our great state.	N+	No action required.
3/19/03	John Tony Mallamaci, Jr. Oakvale School Oakvale, WV			
3/24/03	Tim Woody Mercer County Schools			
3/28/03	Lisa Bailey, Speech-language pathologist, Oakvale School Mercer County			

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/Type	Rationale
3/26/03	Gregory H. Cartwright Director of Curriculum and Instruction Calhoun County Schools RR1 Box 1E Grantsville, WV 26147	I believe that the proposed changes to Policy 2320 would be very beneficial in this transition from the old accountability system to the new. They provide a variety of ways that schools and districts can prove compliance with the standards for accreditation and the new implications of the Federal legislation. Without these revisions it would be nearly impossible for schools to meet the new standards which are imposed by the new legislation and other new policies. I encourage the WV Board of Education to pass this policy with the suggested alterations.	N+	No action required.
3/28/03	Sarah Lyons, Coordinator WV Department of Education	1. In section 3.8.8, you may want to reword beginning with the following: "compliance with various of the applicable laws..." This section did not make sense to several of us in the office - perhaps some omitted words? 2. I know that there has been considerable discussion at our USIP/UCIP meetings led by Keith Butcher about changing the due dates for UCIP and USIP - would this be an appropriate place to reflect such changes in section 9.1 or is this issue premature?	N-  N/o	1. Not a consideration for revision at this time.  2. Not a consideration for revision at this time.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/28/03	Sarah Lyons WV Department of Education (Continued)	<p>3.18.1.6 - We believe the reference to Policy 6200 may have changed to Section 613, if the Policy 6200 posted on the website is the most recent policy revision.</p> <p>Since the policy is open for revision, we would like to suggest that the 9-12 School Facilities Evaluation checklist used during the audits could also be revised. We addressed this issue with Dr. Seal and Teddi Cox after the Fayette County audit.</p> <p>The change would be made to Chart X/Number 6B: Rework to the following: 9 -12 Computer Laboratory - " Adequate work stations are provided (20) and one laser/network printer or 4 shared printers."</p> <p>This checklist notation caused considerable problems in the Fayette County audit. The reference to "4 shared printers" in Policy 6200 evolved from a scenario in one isolated section of the policy. Technology is referenced throughout the policy, and the Policy 6200 also refers to the IOTIS handbook</p>	A/o	3. Revised as suggested.
			NA/o	<p>Check list is separate from Policy 2320 and is revised according to Policy 6200, Handbook on Planning School Facilities.</p> <p>Will be considered for check list adaptation as materials are updated for the 2003-2004 school year.</p>

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

**February 24, 2003 to March 28, 2003**

ACTION TYPE

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/28/03	Sarah Lyons WV Department of Education (Continued)	Secondary school laboratories that have one network laser printer would actually be a better scenario than 4 shared printers, and we hope we can avoid a repeat of the disgruntled school and county feedback received after the Fayette County audit.		
<b>§126-13-4. – Measures for Determining Adequate Yearly Progress (AYP) for West Virginia Public Schools as Required by No Child Left Behind.</b>				
3/13/03	Charlotte Hutchens Superintendent Raleigh County Schools 105 Adair St. Beckley, WV	It appears that the policy is complying with the provisions of NCLB and trying to be reasonable in what is expected. I appreciate this.	N/+	No action required.
3/14/03	Carla Williamson, Coordinator West Virginia Department of Education	4.2. – Definitions of elementary and middle are very confusing. Is a Pre K-5 an elementary? It doesn't contain grade 6. In WV, grades 5-8 are designated middle grades. May be better to omit statement regarding sixth grade.	A/o	Definition adjusted to include any K-7 elementary school.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/26/03	Dr. Carl H. FriebeI, Jr., Ed.D. Superintendent Harrison County Schools PO Box 1370, 408 E.B. Saunders Way Clarksburg, WV 26302-1370	While I am sure that this section represents an attempt to simplify our understanding of how AYP is calculated, this section remains very complex. I hope that when training sessions are established on these new standards, that a complete explanation, including examples, will be used so that practitioners have a clear and common understanding of this section. Also, it appears problematic to establish AYP based on two years of test results when the SAT 9 is used in the first year followed by the WESTEST the second year. It appears advantageous to determine AYP based on two successive years using the WESTEST rather than using two distinct batteries.	N/o	Training sessions currently conducted are addressing AYP calculation.  Training teams are explaining the transition year and AYP with the SAT-9 and the WESTEST.  The averaging of two years of test results apply to the WESTEST from 2003-04 and 2004-05 for baseline data.
3/27/03	Mrs. Michelle Snyder, Principal Bethlehem & West Liberty Elementary Schools Ohio County 22 Chapel Road Wheeling, WV 26003	4.7 – If an average of data from 03-04 and 04-05 are to be used to recalculate the state starting points, how can this data then be used as the AYP for 04-05? It would seem to set the AYP for 05-06.	N/o	Training teams are explaining the calculation of the state starting points.
3/28/03	Suzette Cook, Assistant Superintendent McDowell County Schools 30 Central Avenue Welch, WV 24801	4.10 – I am opposed to not including a Graduate Equivalency Diploma (GED) in the calculation of the graduation rate. Some alternative education students pursue this route.	NA/-	Graduation rate calculation defined by NCLB Act; therefore, not subject to change.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/Type	Rationale
<b>§126-13-5. – Annual Performance Measures for Accountability.</b>				
3/12/03	Steve Comer, Principal Spanishburg School PO Box 7 Spanishburg, WV 25922	I agree with this set of guidelines for accountability, especially 5.1.1.A. I strongly urge passage.	N/+	No action required.
3/13/03	Charlotte Hutchens Superintendent Raleigh County Schools (Continued)	I like the definition of full academic year. It takes into consideration the mobility of our students.  I like the two provisions for meeting the attendance rate.  The definition of graduation rate is reasonable.  It is good to have the "Safe Harbor" provision but it will be really tough to meet.	N/+	No action required.
3/25/03	C. Edmund Collins Principal Brookhaven School Monongalia County Schools 1215 Baker St. Morgantown, WV 26508	5.1.1 Achievement – Under annual performance measure "A", all sub populations must either have 50% of the population perform or above the 3 <sup>rd</sup> quartile on the SAT test in basic skills or have no more than 15% in the first quartile.  Comments: - A quartile is not 15%. A quartile is 25% and the standard should be changed accordingly. Secondly, NCLB requires testing in reading/ language arts and math only. The State standard should be changed from "basic skills" to reading/language arts and math.	A/o	Policy revised as suggested.  Policy 2320 includes these suggestions when the WESTEST is used for accountability.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/Type	Rationale
3/26/03	Dr. Carl H. Friebel, Jr., Ed.D. Superintendent Harrison County Schools (Continued)	Under 5.5.1 (A) Achievement – I applaud your willingness to allow schools to meet when one of a variety of criteria relating to the SAT 9 assessment for the 2002-03 only. This will certainly help schools that face the possibility of school choice if the entire assessment performance measure is not met. This will enable schools to make the proper transition between the SAT 9 and the WESTEST without excessive assessment requirements. Thank you for considering this.	N/+	No action required.
3/27/03	Victor V. Fisher, Supervisor, Pupil Services Harrison County Schools 408 E.B. Saunders Way Clarksburg, WV 26302-1370	5.1.1.B. – 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.  This appears to potentially be a might higher standard than the “20” line that will be used during the 2004-2005 school year. I interpret this to mean that the average percentage of students to score in the proficiency range will serve as AYP. If so, a significant number of schools would not meet AYP for the 2003-04 school year.  Therefore, I recommend that the “20 percent” line also be used to calculate AYP for the 2003-2004 school year.	N/o	The “20 percent” line will be used to calculate AYP for the 2003-2004 school year.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/27/03	Mrs. Michelle Snyder, Principal Bethlehem & West Liberty Elementary Schools Ohio County	5.1.1.B (last 3 lines) - I believe grade span refers to elementary, middle, and high school. If this is the case, is the AYP for the county or school?  5.1.5. - At a recent WVDE NCLB update, I understood that Safe Harbor could be used if any of the indicators did not meet AYP. Policy 2320 states failure to meet AYP for achievement indicator. Please clarify!	N/o	The AYP is for both the school and county.  The Safe Harbor provision does not apply until 2004-05.
3/28/03	Spanishburg Faculty Senate Spanishburg School PO Box 7 Spanishburg, WV Mercer County	We as a faculty senate support the amendments to this policy. Attached are the signatures supporting this amendment.	N/+	No action required.
3/28/03	Suzette Cook, Assistant Superintendent McDowell County Schools	5.1.1-A - I am pleased to see the revision allows for schools to be recognized for improving student achievement - instead of meeting an arbitrary standard.  5.1.3 - I am pleased to see the revision allows for schools to be recognized for improving attendance rates - instead of meeting an arbitrary standard.	N/+	No action required.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
<b>§126-13-7. – High Quality Standards.</b>				
3/13/03	Charlotte Hutchens Superintendent Raleigh County Schools (Continued)	If we must test ALL students the Alternate Assessment is a good instrument.	N/+	No action required.
3/14/03	Ken Heiney Wirt County High School	7.7.10. – What will we use to have this information at the High School level? If I understand it correctly, we will only have percentile scores from the 10 <sup>th</sup> grade. We will use the 8 <sup>th</sup> grade scores for the 9 <sup>th</sup> grade, but what would we use for the 10 <sup>th</sup> grade. If a student is not tested after the 10 <sup>th</sup> grade what will we use to show improvement?	N/o	Issue would be addressed by other policies of West Virginia Board of Education.
3/28/03	Beth Yoke School Library Media Program Coordinator, Fairmont State College 1201 Locust Avenue Fairmont, WV 26554	I would like to comment on a particular part of Policy 2320. On page 16, section 7.1.8 states "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)"	NA/-	Definition is provided in the Training Manual and Handbook for Education Performance Audits.

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/Type	Rationale
3/28/03	Beth Yoke School Library Media Program Coordinator, Fairmont State College (Continued)	<p>I feel strongly that this statement is too vague and therefore ineffective. What exactly is a "library/educational technology center" and/or a "classroom library?" These broad terms can represent many different things. A more clear definition is necessary to ensure that students are getting access to quality resources and trained professionals who can help them. I propose that the section that currently reads "library/educational technology centers or classroom libraries" be reworded to read "Library Media Centers with certified Library Media Specialists."</p> <p>Library Media Specialists are trained in four key roles: program administrator, teacher, instructional consultant, and information specialist. It is their expertise that students need regular access to in order to be successful, not to a pile of books or a bank of computers. Without a Library Media Specialist, the students are on their own to learn how to sort through a mountain of information, whether it is in book form or via the Internet.</p>		

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/28/03	Beth Yoke School Library Media Program Coordinator, Fairmont State College (Continued)	Library Media Specialists are specially trained to match the appropriate technology with the appropriate learning situation. Moreover, they are trained to evaluate and select materials that support the teaching and learning process. This ensures that the collection of library resources is high quality. A "classroom library" on the other hand, is not subjected to the rigorous evaluation and selection process that the library collection is. A "classroom library" may be nothing more than a pile of old books resurrected from someone's dank basement and donated to the school as an alternative to sending them to the dump. Furthermore, what is an "educational technology center?"		

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
3/28/03	Beth Yoke School Library Media Program Coordinator, Fairmont State College (Continued)	Is it a room full of computers and peripheral devices? Again, this is no substitute for a well-staffed stocked Library Media Center. The Library Media Specialist is trained to teach students key information literacy skills. In other words, the Library Media Specialist is the expert in the school in teaching students how to locate, access, use, and evaluate information in all formats efficiently and responsibly. Today's school libraries are vastly different from the ones of 10 years ago. No longer a warehouse for books, a modern school library is the learning hub of the school where students have access not only to a trained professional (the Library Media Specialist), but to a wide variety of resources, including: books, periodicals, computers, online resources, multimedia equipment, and more. In conclusion, I would like to restate my request that the wording in this standard be clarified in order to ensure that students are receiving a high quality education that includes access to information, information technologies, and Library Media Specialists who are trained to teach students to be effective users of information and information		

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

**February 24, 2003 to March 28, 2003**

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

Date	Individual/Organization	Comments	Action/Type	Rationale
3/28/03	Beth Yoke School Library Media Program Coordinator, Fairmont State College (Continued)	technologies. If you would like to learn more about the role of Media Specialists and/or national standards for School Library Programs, I would recommend that you read Information Power: Building Partnerships for Learning (1998). Published jointly by the American Library Association and the Association for Educational Communications & Technology, this book is the foundation on which modern school libraries are built.		
<b>§126-13-10. – School Accreditation Status.</b>				
3/28/03	Suzette Cook, Assistant Superintendent McDowell County Schools (Continued)	10.5 – This standard appears to be only partially aligned to No Child Left Behind. While the issue of requiring two years of not making AYP before identifying a school for temporary accreditation status is aligned to NCLB, I see nothing concerning the second half of the issue – which is being identified as such until the school makes AYP for two consecutive years.	N/o	According to policy a school may be fully accredited provided it meets the standard the next year.

## Libby Smith

---

**From:** Donna Davis [dndavis@access.k12.wv.us]  
**Sent:** Monday, March 10, 2003 12:27 PM  
**To:** Libby Smith (E-mail)  
**Subject:** FW: policy 2320

Libby, please begin the comment log. Thanks, Donna

-----Original Message-----

**From:** Carmen Henninger [mailto:chenning@access.k12.wv.us]  
**Sent:** Monday, March 10, 2003 12:20 PM  
**To:** dndavis@access.k12.wv.us  
**Subject:** policy 2320

March 10, 2003

Dr. Davis and State Board of Education Members,

No one seems to have addressed the fact that a special ed student in placement is considered continually enrolled although we have no control over what that student is being taught or not taught. We have one special ed student who regressed in almost all iep goal areas while in placement. If a student is in placement in for example, Fox Run, the student is out of state and yet counts as a student who has been enrolled for a full-academic year. This could greatly affect our scores as a school with only 77 students in grades 2-5.

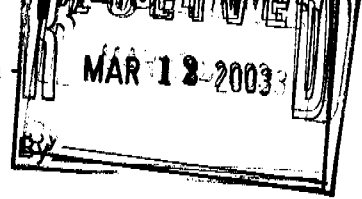
Thank you for your consideration to our dilemma.

Mrs. Carmen Henninger  
Principal  
Central Elementary School  
2 Bobcat Lane  
Buckhannon, WV 26201  
304-472-2401

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Outgoing mail is certified Virus Free.  
Checked by AVG anti-virus system (<http://www.grisoft.com>).  
Version: 6.0.459 / Virus Database: 258 - Release Date: 02/25/2003

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



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

**Individual/Organization:**

*Steve Comer*

**Title:**

*Principal*

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

*Spanishburg School*

**Street Address:**

*PO Box 7*

**City/State/Zip:**

*Spanishburg WV 25922*

**COMMENTS/SUGGESTIONS**

§126-13-1. - General.

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

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

I agree with this set of guidelines for accountability, especially S.I.1. A. I strongly urge passage.

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

§126-13-7. - High Quality Standards.

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

## Libby Smith

---

**From:** Donna Davis [dndavis@access.k12.wv.us]  
**Sent:** Thursday, March 13, 2003 2:54 PM  
**To:** Libby Smith (E-mail)  
**Subject:** FW: Policy 2320

Libby,

Please add to the comment log. Thanks, Donna

-----Original Message-----

**From:** Charlotte Hutchens [mailto:chutchen@access.k12.wv.us]  
**Sent:** Wednesday, March 12, 2003 4:22 PM  
**To:** dndavis@access.k12.wv.us  
**Subject:** Policy 2320

Charlotte Hutchens, Supt.  
Raleigh County Schools  
105 Adair St.  
Beckley, WV

126-13-4

It appears that the policy is complying with the provisions of NCLB and trying to reasonable in what is expected. I appreciate this.

126-13-5

I like the definition of full academic year. It takes into consideration the mobility of our students.

I like the two provisions for meeting the attendance rate.

The definition of graduation rate is reasonable.

It is good to have the "Safe Harbor" provision but it will be really tough to meet.

126-13-7

If we must test ALL students the Alternate Assessment is a good instrument.

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Outgoing mail is certified Virus Free.  
Checked by AVG anti-virus system (<http://www.grisoft.com>).  
Version: 6.0.459 / Virus Database: 258 - Release Date: 2/25/2003

## Libby Smith

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**From:** Donna Davis [dndavis@access.k12.wv.us]  
**Sent:** Friday, March 14, 2003 8:26 AM  
**To:** Libby Smith (E-mail)  
**Subject:** FW: policy 2320

Libby, Add this to comment log. donna

-----Original Message-----

From: k heiney [mailto:kheiney@access.k12.wv.us]  
Sent: Thursday, March 13, 2003 6:48 PM  
To: dndavis@access.k12.wv.us  
Subject: policy 2320

page 21            7.7.10            What will we use to have this information at the High School level? If I understand it correctly, we will only have percentile scores from the 10th grade. We will use the 8th grade scores for the 9th grade, but what would we use for the 10th grade? If a student is not tested after the 10th grade what will we use to show improvement?

Ken Heiney  
Wirt County High School

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

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

Individual/Organization:

WVDE - Carla Williamson

Title:

Coordinator, Middle Childhood

Name of County, School, Business, etc.:

Bldg 6, Room 243

Street Address:

1900 Kanawha Blvd E.

City/State/Zip:

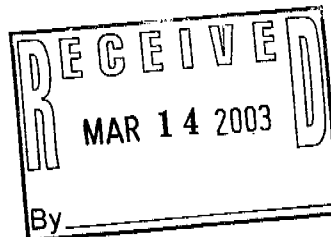
Charleston, WV 25305

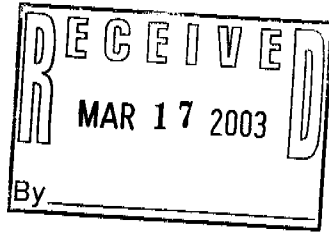
COMMENTS/SUGGESTIONS

§126-13-1. - General.

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

4.2. Definitions of elementary and middle are very confusing. Is all the K-5 an elementary? It doesn't contain grade 6. In WV, grades 5 & 6 are designated middle grades. May be better to omit statement regarding sixth grade.





Lashmeet Matoaka School  
PO Box 408  
Matoaka, WV 24736  
March 13, 2003

WV Department of Education  
1900 Kanawha Boulevard East  
Charleston, WV 25305

Re: WVDE Policy 2320 -- Comment

We, the staff of Lashmeet Matoaka School, wish to comment on the WVDE Policy 2320 ( Accreditation Policy). We consider the recommended changes for the 2003 Accountability Measures to be more reasonable than current requirements. Therefore, we ask that the *wording* of the proposed Policy 2320 remain the same as it is. We feel that this policy, if left as proposed, will enable us to better meet the rigorous demands of the No Child Left Behind legislation. Thank you for considering our request.

Deborah Cole, Faculty Senate Secretary

*Deborah Cole, Secretary*

Lashmeet Matoaka School

Staff signatures are attached.

*Bridgette Pendleton, Treasurer, Teacher*  
*Beverly Mills, Aide*  
*Kay Midkiff, Aide*  
*[Signature] - Teacher*  
*Anta Davis - Teacher*  
*Norma Sproust, President*  
*Danny E. Farris, Teacher*  
*Brenda Raymond, teacher*  
*Jam Winfrey - Teacher*

( Lashmeet Matoaka Staff Signatures )

Connie Walker

Title I Teacher

Deborah Cole

Title I Teacher

Guelyn Linkous

Principal

Gail Perkins

FACS Teacher

Kimberly Martin

Special Education Teacher

Deborah Siy

K-teachers

Mildred McKinney

Aide

Madge M. Arrington

1st grade Teacher

Rebecca A. Whittington

1st grade Teacher

Beverly C. Hart

2nd grade

Judy Rose

3rd grade teacher

Vicky Burks

4th grade teacher

Sarah Swin

4th grade teacher

Alicia Price

5th grade teacher

Trina Hatchiff

5th grade Teacher

Susan L. Hatcher

Special Education Teacher

Joy White

Special Education Teacher

Paul Conner

teacher

Misty Meadows

teacher (Special Education)

Peggy Boins

aide

Janet Carson - aide  
Steven Robert - Speech Pathologist

Yvonne C. Milam, 6-8 Teacher

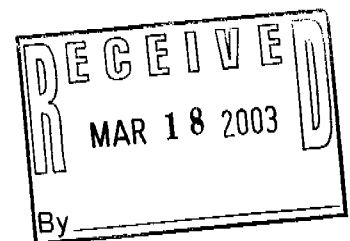
Karen Cox - Title I Math

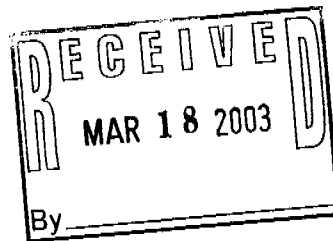
Terese Wiley - Secretary - Parent

To: West Virginia Board of Education  
C/O: Dr. Denna Davis, Deputy Director

I, Vanessa Howell, would like to go on record as being in full support of Amendment 2320, Series Number 13. I agree with the proposed changes relating to Title I, quartile standards, and cell size. I feel that West Virginia's alignment of its accountability system with the No Child Left Behind legislation is critical for the success of students and schools in our great state!

Sincerely,  
Vanessa R. Howell 3/17/03

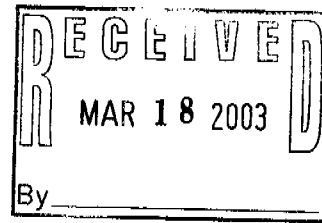




To: West Virginia Bd. of Ed.  
C/O Dr. Donna Davis  
Deputy Director

I, Patricia Ball, would like to go on record as being in full support of Amendment 2320, Series #13. I agree with the proposed changes relating to Title One, quartile standards, and cell size. I feel that WV's alignment of its accountability system with the No Child Left Behind Legislation is critical for the success of students and schools in our State.

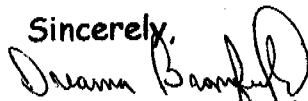
Sincerely,  
Patricia Ball

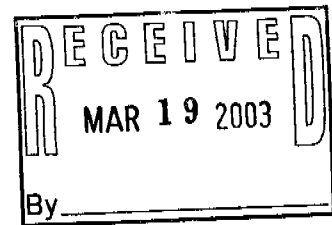


Dear WV Board of Education,

I, Dreama Bromfield, would like to go on record as being in full support of Amendment 2320, Series Number 13. I agree with the proposed changes relating to Title One, quartile standards, and cell size. I feel that West Virginia's alignment of its accountability system with the No Child Left Behind Legislation is critical for the success of students and school in our great state!

Sincerely,

  
Dreama Bromfield



I, Tony Mallamaci would like to go on record as being in full support of Amendment 2320, Series Number 13. I agree with the proposed changes relating to title one, quartile standards, and cell size. I feel that West Virginia's alignment of its accountability system with the No Child Left Behind legislation is critical for the success of students and schools in our great state!

Sincerely  
John Tony Mallamaci  
Oakvale School  
Oakvale WV

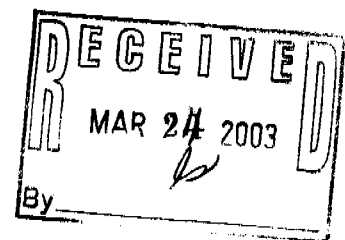
03/17/03

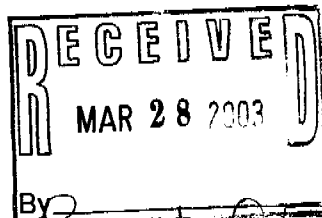
To: West Virginia Board of Education  
c/o Dr. Donna Davis, Deputy Director

I, Jim Woody, would like to go on record as being in full support of Amendment 2320, Series Number 13. I agree with the proposed changes relating to Title One, quality standards, and cell size. I feel that West Virginia's alignment of its accountability system with the No Child Left Behind Legislation is critical for the success of students and schools in our great state!

Sincerely,

Jim Woody





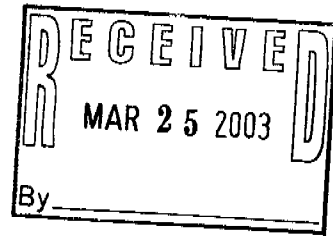
3-14-03

To: West Virginia Board of Education  
% Dr. Donna Davis, Deputy Director  
Office of Education Performance Audits  
550 Eagan Street, Suite 204  
Charleston, WV 25301

Dear Dr. Davis,

I, Lisa Bailey, am writing to express my support of Amendment 2320, Series Number 13. I agree with the proposed changes relating to Title One, quartile standards, cell size. I feel that West Virginia's alignment of its accountability system with the No Child Left Behind legislation is critical for the success of students and schools in our great state!

Sincerely,  
Lisa Bailey  
Speech-language pathologist  
Oakvale School  
Mercer County



126CSR13

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

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

**Individual/Organization:** C Edmund Collins

**Title:** Principal

**Name of County, School, Business, etc.:** Brookhaven School, Monongalia County

**Street Address:** 1215 Baker Street

**City/State/Zip:** Morgantown, WV 26508

**COMMENTS/SUGGESTIONS**

5.1.1 Achievement

Under annual performance measure "A", all sub populations must either have 50% of the population perform at or above the 3<sup>rd</sup> quartile on the SAT test in basic skills or have no more than 15% in the first quartile.

**Comments:**

A quartile is not 15%. A quartile is 25% and the standard should be changed accordingly.

Secondly, NCLB requires testing in reading/language arts and math only. The State standard should be changed from "basic skills" to reading/language arts and math.

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

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

**Individual/Organization:**

Dr. Carl H. Friebe, Jr., Ed.D.

**Title:**

Superintendent of Harrison County Schools

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

Harrison County Board of Education

**Street Address:**

PO Box 1370, 408 E.B. Saunders Way

**City/State/Zip:**

Clarksburg, WV 26302-1370

**COMMENTS/SUGGESTIONS**

**§126-13-1. - General.**

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

While I am sure that this section represents an attempt to simplify our understanding of how AYP is calculated, this section remains very complex. I hope that when training sessions are established on these new standards, that a complete explanation, including examples, will be used so that practitioners have a clear and common understanding of this section. Also, it appears problematic to establish AYP based on two years of test results when the SAT 9 is used in the first year followed by the WESTEST the second year. It appears advantageous to determine AYP based on two successive years using the WESTEST rather than using two distinct batteries.

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

Under 5.5.1 (A) Achievement - I applaud your willingness to allow schools to meet when one of a variety of criteria relating to the SAT 9 assessment for the 2002-03 only. This will certainly help schools that face the possibility of school choice if the entire assessment performance measure is not met. This will enable schools to make the proper transition between the SAT 9 and WESTEST without excessive assessment requirements. Thank you for considering this.

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

**§126-13-7. - High Quality Standards.**

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

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

*Entered*

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

**Individual/Organization:**

**Title:**

**Victor V. Fisher, Supervisor, Pupil Services**

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

**Harrison County Board of Education**

**Street Address:**

**408 E.B. Saunders Way; Post Office Box 1370**

**City/State/Zip:**

**Clarksburg, WV 26302-1370**

**COMMENTS/SUGGESTIONS**

**§126-13-1. - General.**

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

**Policy 2320**  
**Comments/Suggestion Form**  
**Page 2**

**§126-13-5. - Annual Performance Measures for Accountability. 5.1.1 B. ... 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.**

**This appears to potentially be a much higher standard than the "20 percent" line that will be used during the 2004-2005 school year. I interpret this to mean that the average percentage of students to score in the proficiency range will serve as AYP. If so, a significant number of schools would not meet AYP for the 2003-04 school year.**

**Therefore, I recommend that the "20 percent" line also be used to calculate AYP for the 2003-2004 school year.**

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

**§126-13-7. - High Quality Standards.**

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

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

*cbay*

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

**Individual/**Organization:

Mrs. Michelle Snyder

Title:

Principal

Name of County, School, Business, etc.:

Ohio Co; Bethlehem and West Liberty Elementary Schools

Street Address:

Bethlehem Elementary 22 Chapel Road

City/State/Zip:

Wheeling, WV 26003

**COMMENTS/SUGGESTIONS**

**§126-13-1. - General.**

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

4.7 If an average of data from 03-04 and 04-05 are to be used to recalculate the state starting points, how can this data then be used as the AYP for 04-05? It would seem to set the AYP for 05-06.

Policy 2320  
Comments/Suggestion Form  
Page 2

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

5.1.1.B (last 3 lines) I believe grade span refers to elementary, middle, and high school. If this is the case, is the AYP for the county or school?

5.1.5. At a recent WYDE NCLB update, I understood that Safe Harbor could be used if any of the indicators did not meet AYP. Policy 2320 states failure to meet AYP for achievement indicator. Please <sup>Clarify!</sup>

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

**§126-13-7. - High Quality Standards.**

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



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  $q/(q+d^{12}+d^{11}+d^{10}+d^9)$ . 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 ~~6~~ 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 3<sup>rd</sup> and 4<sup>th</sup> 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.

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

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

**Individual/Organization:**

Spanishburg Faculty Senate

**Title:**

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

Spanishburg School, Mercer County

**Street Address:**

P.O. Box 7

**City/State/Zip:**

Spanishburg, W.V.

**COMMENTS/SUGGESTIONS**

§126-13-1. - General.

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

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

We as a faculty Senate support the amendments to this policy. Attached are the signatures supporting this amendment.

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

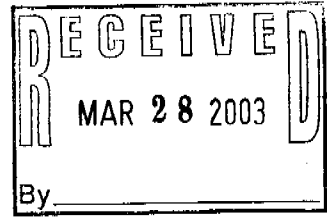
**§126-13-7. - High Quality Standards.**

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

In favor of Pol. 2320

Spanishburg Faculty

3/12/03



1. Betty Stonry
2. Rhonda Vaughan
3. John "Dan" Turner
4. Jim Jones
5. Estill W. Adams
6. Jennifer Norton
7. Candy Duncan
8. Janie Piel
9. Sharon K. Barnett
10. Karen Selby
11. Angela C. Shrewsbury
12. Dina S. Bufant
13. M. Latta B. Statcher
14. Gladys Richmond
  
16. Allen Gail Shrewsbury
17. Theresa J. Deaver
18. Connie Myers
19. Janet Walker
20. Dorothy Shrewsbury
21. Lynette Blevins
22. Tom Colbird
23. Mary Beth McKinnis
24. Shik McMullin
25. Debra J. ~~\_\_\_\_\_~~
26. Christa Gaither
27. Teresa Vaught Farley
28. Melinda Wyrick
29. John Shrewsbury

**Libby Smith**

**From:** Donna Davis [dndavis@access.k12.wv.us]  
**Sent:** Friday, March 28, 2003 7:40 AM  
**To:** Libby Smith (E-mail)  
**Subject:** FW: Policy 2320

-----Original Message-----

**From:** Gregory H. Cartwright [mailto:gcartwri@access.k12.wv.us]  
**Sent:** Wednesday, March 26, 2003 6:41 PM  
**To:** dndavis@access.k12.wv.us  
**Subject:** Policy 2320

Dr. Davis,  
Please find below my comments on the proposed changes to Policy 2320.

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

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

**Individual/Organization: Gregory H. Cartwright**

**Title: Director of Curriculum and Instruction**

**Name of County, School, Business, etc.: Calhoun County Schools**

**Street Address: RR 1 Box 1E**

**City/State/Zip: Grantsville, WV 26147**

**COMMENTS/SUGGESTIONS**

**§126-13-1. - General.**

**I believe that the proposed changes to Policy 2320 would be very beneficial in this transition from the old accountability system to the new. They provide a variety of ways that schools and districts can prove compliance with the standards for accreditation and the new implications of the Federal legislation. Without these revisions it would be nearly impossible for schools to meet the new standards which are imposed by the new legislation and other new policies. I encourage the WV Board of Education to pass this policy with the suggested alterations**

**126CSR13**

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

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

**Individual/Organization: Suzette Cook**

**Title: Assistant Superintendent - Elementary Education**

**Name of County, School, Business, etc.: McDowell County Schools**

**Street Address: 30 Central Avenue**

**City/State/Zip: Welch, WV 24801**

**COMMENTS/SUGGESTIONS**

**§126-13-1. - General.**

**126CSR13****§126-13-4. - Measures for Determining Adequate Yearly Progress (AYP) for West Virginia Public Schools as Required by No Child Left Behind.**

4.10

I am opposed to not including a Graduate Equivalency Diploma (GED) in the calculation of the graduation rate. Some alternative education students pursue this route.

**Policy 2320****Comments/Suggestion Form****Page 2****§126-13-5. - Annual Performance Measures for Accountability.**

5.1.1 - A.

I am pleased to see the revision allows for schools to be recognized for improving student achievement - instead of meeting an arbitrary standard.

5.1.3.

I am pleased to see the revision allows for schools to be recognized for improving attendance rates - instead of meeting an arbitrary standard.

**126CSR13**

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

10.5

This standard appears to be only partially aligned to No Child Left Behind. While the issue of requiring two years of not making AYP before identifying a school for temporary accreditation status is aligned to NCLB, I see nothing concerning the second half of the issue - which is being identified as such until the school makes AYP for two consecutive years.

**Policy 2320  
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**§126-13.11. - Exemplary Accreditation Status.**

## Libby Smith

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**From:** Donna Davis [dndavis@access.k12.wv.us]  
**Sent:** Monday, March 31, 2003 9:23 AM  
**To:** Libby Smith (E-mail)  
**Subject:** FW: Comments on Policy 2320

-----Original Message-----

From: Sarah M. Lyons [mailto:slyons@access.k12.wv.us]  
Sent: Friday, March 28, 2003 10:08 AM  
To: Donna Davis; Teddi Cox; Mike Kessinger; Kenna Seal  
Cc: Vicki Allen; Brenda Williams  
Subject: Comments on Policy 2320

Donna:

Our office has reviewed Policy 2320, and Brenda has asked me to send you the following suggestions:

1. In section 3.8.8, you may want to reword beginning with the following: "compliance with various of the applicable laws..." This section did not make sense to several of us in the office - perhaps some omitted words?
2. I know that there has been considerable discussion at our USIP/UCIP meetings led by Keith Butcher about changing the due dates for UCIP and USIP - would this be an appropriate place to reflect such changes in section 9.1 or is this issue premature?
3. 18.1.6 - We believe the reference to Policy 6200 may have changed to Section 613, if the Policy 6200 posted on the website is the most recent policy revision.

Since the policy is open for revision, we would like to suggest that the 9-12 School Facilities Evaluation checklist used during the audits could also be revised. We addressed this issue with Dr. Seal and Teddi Cox after the Fayette County audit.

The change would be made to Chart X/Number 6B: Reword to the following: 9 -12 Computer Laboratory - "Adequate work stations are provided (20) and one laser/network printer or 4 shared printers."

This checklist notation caused considerable problems in the Fayette County audit. The reference to "4 shared printers" in Policy 6200 evolved from a scenario in one isolated section of the policy. Technology is referenced throughout the policy, and the Policy 6200 also refers to the IOTIS handbook. Secondary school laboratories that have one network laser printer would actually be a better scenario than 4 shared printers, and we hope we can avoid a repeat of the disgruntled school and county feedback received after the Fayette County audit.

If you have any questions, we would be happy to respond.

Sarah Lyons  
Instructional Technology Coordinator  
Office of Technology and Information Systems  
West Virginia Department of Education  
Building 6, Room 346  
1900 Kanawha Boulevard, East  
Charleston, WV 25305-0330  
Phone: 304-558-3538

**Libby Smith**

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**From:** Donna Davis [dndavis@access.k12.wv.us]  
**Sent:** Monday, March 31, 2003 9:24 AM  
**To:** Libby Smith (E-mail)  
**Subject:** FW: public comment policy 2320

-----Original Message-----

**From:** Beth Stefanowicz [mailto:bstefanowicz@mail.fscwv.edu]  
**Sent:** Friday, March 28, 2003 2:36 PM  
**To:** dndavis@access.k12.wv.us  
**Subject:** public comment policy 2320

Dr. Davis,

I would like to comment on a particular part of Policy 2320. On page 16, section 7.1.8 states "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)"

I feel strongly that this statement is too vague and therefore ineffective. What exactly is a "library/educational technology center" and/or a "classroom library?" These broad terms can represent many different things. A more clear definition is necessary to ensure that students are getting access to quality resources and trained professionals who can help them. I propose that the section that currently reads "library/educational technology centers or classroom libraries" be reworded to read "Library Media Centers with certified Library Media Specialists."

Library Media Specialists are trained in four key roles: program administrator, teacher, instructional consultant, and information specialist. It is their expertise that students need regular access to in order to be successful, not to a pile of books or a bank of computers. Without a Library Media Specialist, the students are on their own to learn how to sort through a mountain of information, whether it is in book form or via the Internet.

Library Media Specialists are specially trained to match the appropriate technology with the appropriate learning situation. Moreover, they are trained to evaluate and select materials that support the teaching and learning process. This ensures that the collection of library resources is high quality. A "classroom library" on the other hand, is not subjected to the rigorous evaluation and selection process that the library collection is. A "classroom library" may be nothing more than a pile of old books resurrected from someone's dank basement and donated to the school as an alternative to sending them to the dump.

Furthermore, what is an "educational technology center?" Is it a room full of computers and peripheral devices? Again, this is no substitute for a well-staffed and well-stocked Library Media Center. The Library Media Specialist is trained to teach students key information literacy skills. In other words, the Library Media Specialist is the expert in the school in teaching students how to locate, access, use, and evaluate information in all formats efficiently and responsibly. Today's school libraries are vastly different from the ones of 10 years ago. No longer a warehouse for books, a modern school library is the learning hub of the school where students have access not only to a trained professional (the Library Media Specialist),

but to a wide variety of resources, including: books, periodicals, computers, online resources, multimedia equipment, and more.

In conclusion, I would like to restate my request that the wording in this standard be clarified in order to ensure that students are receiving a high quality education that includes access to information, information technologies, and Library Media Specialists who are trained to teach students to be effective users of information and information technologies. If you would like to learn more about the role of Library Media Specialists and/or national standards for School Library Programs, I would recommend that you read *Information Power: Building Partnerships for Learning (1998)*. Published jointly by the American Library Association and the Association for Educational Communications & Technology, this book is the foundation on which modern school libraries are built. If I can be of any assistance, I would be more than happy to help. Please don't hesitate to contact me. Thank you for your time.

Beth Yoke

School Library Media Program Coordinator

Fairmont State College

1201 Locust Avenue

Fairmont, WV 26554

phone: (304) 367-4617

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[bstefanowicz@mail.fscwv.edu](mailto:bstefanowicz@mail.fscwv.edu)