

**WEST VIRGINIA
SECRETARY OF STATE
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ADMINISTRATIVE LAW DIVISION**

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Form #2

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126
RULE TYPE: Legislative CITE AUTHORITY: W.Va. Code 18-2-5
AMENDMENT TO AN EXISTING RULE: YES NO
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 13
TITLE OF RULE BEING AMENDED: Performance Based Accreditation System
(2320)

IF NO, SERIES NUMBER OF RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON Sept. 25, 1998 AT 4:00 p.m. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Dr. Donna Davis, Deputy
Director, Office of
Education Performance Audits
550 Egan St. Suite 209
Charleston, WV 25301

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

Thomas R. Seal
Authorized Signature

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

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

§126-13-1. General.

1.1. Scope. -- ~~This rule establishes the high quality educational standards and annual a system of education performance measures that, when met by schools audits which measures the quality of education and county boards, will provide assurance that a thorough and efficient system of education is being provided for all West Virginia public school the preparation of students based on an equal educational opportunity basis the standards and measures of student, school, and school system performance and processes. The system of performance audits shall assist the State Board in ensuring that the high quality educational standards and annual performance measures 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 §§18-2-5; 18-2-7a; and 18-2E-5.

1.3. Filing Date -- ~~December 16, 1996.~~

1.4. Effective Date. -- ~~July 1, 1997.~~

1.4.1. Unless specified otherwise within the policy.

1.5. Repeal of former rule. Revises Policy 2320; last revised ~~September 26, 1992~~
December 12, 1996.

§126-13-2. Purpose.

2.1. ~~Each school is expected to meet performance measures in the following areas: student performance as measured by a uniform statewide assessment program; school attendance rate; student dropout rate; graduation rate; average class size; pupil-teacher ratio; and number of exceptions to that ratio requested by county boards and number granted; number of split-grade classrooms; percent of graduates who enrolled in college; or other post-secondary education; and percent of graduates who become fully employed within one year of high school graduation as reported by the graduates on the assessment form attached to their individualized transition plan; pupil-administrator ratio;~~

parent involvement; parent, teacher, and student satisfaction; operating expenditure per pupil; and percent of graduates who attain the minimum level of performance in the basic skills recognized by the State Board and the grade level distribution in which the minimum level of performance was met. 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 high quality standards are, at a minimum, being met.

§126-13-3:

2.2. Each school is expected to meet performance measures in the following areas: student performance as measured by a uniform statewide assessment program; school attendance rate; student dropout rate; graduation rate; average class size; pupil-teacher ratio; and number of exceptions to that ratio requested by county boards and number granted; number of split-grade classrooms; percent of graduates who enrolled in college or other post-secondary education, and percent of graduates who become fully employed within one year of high school graduation as reported by the graduates on the assessment form attached to their individualized transition plan; pupil-administrator ratio; parent involvement; parent, teacher, and student satisfaction; operating expenditure per pupil; percent of graduates who attain the minimum level of performance in the basic skills recognized by the State Board and the grade level distribution in which the minimum level of performance was met; and effective school system participation with their assigned regional educational service agency.

2.3. The performance measures and high quality standards provide assurance that schools and county boards are making progress in achieving the education goals of the state of West Virginia:

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

2.3.2. Goal 2. All students will have equal education opportunity.

2.3.3. 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.

2.3.4. Goal 4. Ninety percent of ninth graders will graduate from high school.

2.3.5. 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.

2.3.6. Goal 6. All working age adults will be functionally literate.

§126-13-3. Responsibility.

~~3.1. The performance measures and high quality standards provide assurance that schools and county boards are making progress in achieving the education goals of the state of West Virginia:~~

- ~~a. Goal 1. All children entering the first grade will be ready for the first grade;~~
- ~~b. Goal 2. All students will have equal education opportunity;~~
- ~~c. 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;~~
- ~~d. Goal 4. Ninety percent of ninth graders will graduate from high school;~~
- ~~e. 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; and~~
- ~~f. Goal 6. All working age adults will be functionally literate.~~

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

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

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

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

3.2. The State Board 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.

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

3.4. The State Board shall establish early detection and intervention programs to assist underachieving schools and school systems in improving performance before conditions become so grave as to warrant more substantive state intervention, including, but not limited to, making additional technical assistance, programmatic, monetary, and staffing resources available where appropriate.

3.5. The Office of Education Performance Audits shall assist the State Board 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 of students, schools, and school systems.

3.7. The Office of Education Performance Audits shall receive assistance from the State Department of Education to carry out the duties assigned to the office.

3.8. The Office of Education Performance Audits shall receive assistance from the School Building Authority to carry out the duties assigned to the office.

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

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

3.9.2. Administer all accountability measures.

3.9.3. Determine what capacity may be needed by schools and school systems to meet the standards established by the Legislature and the State Board, and recommend to the school, school system, and State Board, plans to establish those needed capacities.

3.9.4. 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 State Board.

3.9.5. Determine staff development needs of schools and school systems to meet the standards established by the Legislature and the State Board, and make recommendations to the State Board, the center for professional development, regional education service agencies, higher education governing boards, and county boards.

3.9.6. The state board shall annually report to the governor and the legislature the progress toward achieving these goals. Identify exemplary schools and school systems and best practices that improve student, school, and school system performance, and make recommendations to the State Board for recognizing and rewarding exemplary schools and school systems and promoting the use of best practices.

§126-13-4. Annual Performance Measures. Student achievement, attendance, and dropout data are reviewed annually to determine the accreditation status of schools and the approval status of county boards. The remaining performance measures may be reviewed annually or randomly by on-site review teams.

4.1. A minimum of fifty percent (50%) of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills; and no more than fifteen percent (15%) of the students perform within the 1st quartile, or the percentage of students performing within the 1st quartile is decreased based on two (2) of the most recent three (3) years. (Education Goal 3)

4.2. The student attendance rate is at or above 90.5% for the 1997-1998 school year; 91.5% for the 1998-1999 school year; 92.5% for the 1999-2000 school year; and 93% for the 2000-2001 school year and subsequent years.

4.3. The maximum student dropout rate is six percent (6%) in two (2) of the most recent three (3) years, or in the most recent year for which data are available. The dropout rate is calculated according to the formula of the National Center for Education Statistics.

4.4. By the year 2003, the graduation rate is at or above ninety percent (90%). The graduation rate, adjusted for migration, will be calculated according to the number of ninth graders who remain in school and graduate. (Education Goal 4)

4.5. 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 ~~no more than 3 additional pupils per teacher for grades 4 through 6~~ (W.Va. Code §18-5-18a), provided that exemption requests to obtain these maximum ratios are waived in schools where the schoolwide pupil-teacher ratio does not exceed 25 to 1 in grades 1 through 6.

4.6. The number of split-grade classrooms does not exceed the number that existed as of January 1, 1983. (W.Va. Code §18-5-18a)

4.7. All schools are served by a certified principal. There is a full-time principal at each school in which the net enrollment equals or exceeds one hundred seventy students based on the previous year's 2nd month enrollment report. No principal is assigned more than two schools. (W.Va. Code §18A-2-9)

4.8. Average operating expenditures per pupil are based on the average daily attendance for the current year and are at or above the per pupil allocation for the county provided by the state aid formula.

4.9. The percentage of graduates enrolled in college, enrolled in other post-secondary education, or fully employed within one year of graduation is ninety-five percent (95%) or above for the year 2003 graduates excluding those graduates electing to pursue other options.

4.10. The level of parent involvement shows an increasing trend during the most recent three (3) years or is at or above sixty percent (60%).

4.11. The average combined percentage of parent, teacher, and student satisfaction with the school is at or above seventy-five percent (75%).

4.12. The percentage of graduates attaining the minimum level of performance (50th percentile) in reading, mathematics, and language is at or above sixty percent (60%).

4.13. The percentage of graduates attaining the warranty level for an advanced workplace position or entry into post-secondary education (70th percentile) in reading, mathematics, and language is at or above thirty-three percent (33%).

4.14. The percent of students in grades K-9 passing the Presidential Physical Fitness Test at the "national" level is forty percent (40%) or above for the 2000-2001 school year or shows an increasing trend during the most recent three (3) years. (W.Va. Code §18-2-7a)

§126-13-5. 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 process/workplace readiness skills; finance; transportation; special education services, alternative education, and other programs; facilities; administrative practices and school community relations; training county board members and administrators; personnel qualifications; professional development and evaluation; student and school performance; a code of conduct for students and employees; and safe and disciplined schools. 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.

5.1. 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.

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

5.1.2. The curriculum is based, at a minimum, on the instructional goals and objectives approved by the West Virginia Board of Education. (Policy 2520)

5.1.3. Curriculum and instructional practices reflect high expectations for all students. (Policy 2510)

5.1.4. School staff foster an environment conducive to learning. (Policy 2510)

5.1.5. A school curriculum team is functioning at each school to establish the programs and methods for implementing a curriculum. (W.Va. Code §18-5A-6)

5.1.6. A copy of the appropriate instructional goals and objectives is provided each teacher and to the public upon request. (Policy 2510)

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

5.1.8. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. (Policy 2510)

5.1.9. Students are provided instruction in writing and are expected to write throughout all programs of study. (Policy 2510; Policy 2520)

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

5.1.11. The application of technology is included throughout all programs of study. (Policy 2470; Policy 2510; Policy 2520)

5.1.12. 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)

5.1.13. Students not achieving mastery of the instructional goals and objectives are provided reteaching. (Policy 2510)

5.1.14. Programs of study are provided in grades K-12 as listed in Policy 2510. (Policy 2510; Policy 2520)

5.1.15. Honors and advanced placement education programs are provided in grades 9-12. (W.Va. Code §18-2E-3a; Policy 2510)

5.1.16. Students in grades 5-8 have the opportunity to examine a system of career clusters and to select a career cluster to explore in grades 9 and 10. (effective 1998-1999) (Policy 2510)

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

5.1.18. Students are provided guidance and advisement sufficient to allow them to choose a career major prior to completion of grade 10. (effective 1999-2000) (Policy 2510)

5.1.19. Work-based learning experiences aligned with classroom instruction are provided for all students during at least one year in grades 9-12. (effective for students entering grade 9 in 1999-2000) (Policy 2510)

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

5.1.21. 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 §18-5-15; Policy 2510)

5.2. 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.

5.2.1. The county board distributes the system's resources on the basis of the Unified County Improvement Plan. (effective July 1, 1998) (Policy 2510)

5.2.2. The school distributes resources on the basis of the Unified School Improvement Plan. (effective July 1, 1998) (Policy 2510)

5.2.3. The county board's accounting practices are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11; and 18-4-10; Policy 8100)

5.2.4. Individual school accounting practices are consistent with state policies and procedures. (Policy 1224.1; Policy 8100)

5.2.5. The faculty senate monitors the funds allocated to individual classroom teachers and librarians from legislative appropriations. The remainder of the funds are expended in accordance with a budget approved and monitored by the faculty senate. (W. Va. Code §18-5A-5)

5.3. Transportation. Adequate transportation services are provided in a safe and efficient manner within, wherever possible, the recommended time guidelines in Policy 6200.

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

5.3.2. Transportation is provided so that students attend the full instructional day. (Policy 2419; Policy 2510)

5.4. Special Education Services, Alternative Education, and Other Programs. Special education services, alternative education, and other programs are provided that meet the education needs of students.

5.4.1. Special education services, alternative education, and other programs have adequate space and are appropriately located to meet the needs of the students. (Policy 2418; Policy 2419)

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

5.4.3. Special education services and other program monitoring results have been reviewed, and citations have been corrected or an approved plan exists for correction. (Policy 2419)

5.5. Facilities. School facilities are safe and meet the needs of students in an efficient and economical manner.

5.5.1. Facilities provide an environment conducive to learning. (Policy 2510; Policy 6200)

5.5.2. Facilities are adequate to provide the minimum education program required in Policies 2510 and 2520. (Policy 2510; Policy 2520)

5.5.3. Fire marshal and health department citations have been corrected or a plan exists for correction. (W.Va. Code §§18-3-9a; 29-3-5; and 29-12-5a)

5.5.4. Buildings, grounds, furnishings, and equipment are free from observable safety hazards. (W.Va. Code §18-5-9; Policy 6200)

5.5.5. Buildings, grounds, furnishings, programs, and equipment are accessible to students with disabilities. (Section 504, Rehabilitation Act of 1973 §§104.22 and 104.23; Policy 6200)

5.6. 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.

126CSR13

5.6.1. The superintendent and/or principal ensures that formal and informal mechanisms exist for communication within the county, the school, and the community. (Policy 2510)

5.6.2. The county board meets at least once a year with local school improvement councils and considers recommendations and Unified School Improvement Plans from the local school improvement councils in decision making. (W.Va. Code §18-5-14)

5.6.3. The county and each school conduct a technology needs assessment and develop county and school technology plans to improve instruction. (Policy 2510)

5.6.4. Staff members provide parents with information and techniques for helping students learn. (Policy 2510)

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

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

5.6.7. The school and county report cards are disseminated so parents, teachers, administrators and the community are aware of the quality of public education. (W.Va. Code §18-2E-4; Policy 7300)

5.6.8. Decisions by teachers, principals, and administrators are based upon current student data and the best instructional practices. (Policy 2510)

5.6.9. County and schools involve active business partners in education. (Policy 2510)

5.6.10. A county steering committee is established and functioning. (W.Va. Code §18-2E-8; Policy 2510)

5.6.11. A full day, everyday kindergarten program is in place or a waiver has been granted by the state superintendent. (W.Va. Code §18-5-18)

5.6.12. The school provides meals that meet or exceed the minimum standards established by federal regulations, Policy 4320 and Policy 4321.1. (P.L. 95-166; 7CFR 210, 220; W.Va. Code §18-5-37; Policy 4320; Policy 4321.1)

5.6.13. A local school improvement council is established and functioning at each school. (W.Va. Code §18-5A-2)

5.6.14. A faculty senate comprised of all permanent, full-time professional educators employed at the school is established and functioning at each school. (W.Va. Code §18-5A-5)

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

5.6.16. Teachers are provided a duty-free planning period that is the length of the usual class period and is not less than thirty minutes. (W.Va. Code §18A-4-14)

5.6.17. Teachers and service personnel are provided a duty-free lunch period. (W.Va. Code §18A-4-14)

5.6.18. Test security measures are in place for mandated statewide testing. (Policy 2340)

5.6.19. All students in the school participate in the statewide assessment program that includes norm-referenced assessments at grades K-11, the ACT Explore at grade 8, the ACT Work Keys at grade 12, and the writing assessment at grades 4, 7, and 10, except special education students whose individualized education program specifies that the student shall be excluded from the statewide assessment program. An alternative form of assessment must be conducted for those special education students who do not participate in the statewide assessment program. (Policy 2340; Policy 2419; Policy 2510)

5.6.20. The county board develops a mission statement and goals that are aligned with state goals and implements education programs to meet the goals. (Policy 2510)

5.6.21. A certificate of proficiency, or an electronic portfolio when available, is issued to each graduate. (Policy 2510)

5.6.22. 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 skills improvement program in those areas of deficiency. (Policy 2510)

5.6.23. A county warranty seal, stamp, or other appropriate symbol is awarded to every student who has achieved a proficiency level of the 50th percentile at grade 11 on the West Virginia Board of Education approved standardized achievement test in the areas of reading, mathematics, ~~or~~ and language indicating competency for a basic skills warranty. Every student who scores at or above the 70th percentile at grade 11 in reading, mathematics, ~~or~~ and language on the West Virginia Board of Education approved standardized achievement test is awarded a warranty for competency for advanced work place positions and entry into post-secondary education. (Policy 2510)

5.6.24. The county and school participate in the West Virginia Education Information System (WWEIS).

5.6.25. The county school system effectively participates with its assigned Regional Education Service Agency.

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

5.7.1. Training is designed to enhance board members' understanding of the education process and its programs and to develop leadership skills. (W.Va. Code §18-5-1a)

5.7.2. 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 State Board, including effective board service, personnel relations/development, policy development, school finance, curriculum and instruction, school law, communication, community relations, and leadership. (W.Va. Code §§18-2E-4 and 5 and 18-5-1a)

5.7.3. 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 §18-5-1a)

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

5.8.1. County boards employ the most qualified applicant to ensure student academic success. (W.Va. Code §§18A-4-7a and 8)

5.8.2. Professional educators are licensed for their assignments. (W.Va. Code §18A-3-2; Policy 5202)

5.8.3. Other professional employees required to be licensed under State Board policy are licensed for their assignments. (Policy 5202)

5.8.4. Service personnel meet qualifications for their classifications and assignments. (W.Va. Code §18A-4-8)

5.8.5. Personnel providing supervision or services to students engaged in extracurricular activities meet the qualifications for their assignments. (W.Va. Code §18A-3-2a; Policy 5202)

5.9. 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 success of all students.

5.9.1. Professional development activities are designed to meet the identified needs of professional and service personnel by upgrading their knowledge and skills. (Policy 5500; Policy 5500.2)

5.9.2. The school personnel evaluation process provides for the improvement of job performance, promotes professional growth and development and serves as a basis for employment decisions. (Policy 5310; Policy 5314)

5.9.3. Excellence in teaching is acknowledged through recognition programs at the county or school level. (Policy 2510)

5.9.4. The county board administers and implements a staff development program for professional educators and service personnel that conforms with W.Va. Code, State Board policies, and county board policies. (W.Va. Code §18A-3-8; Policy 5500)

5.9.5. County board administrators annually complete at least seven of the required eighteen hours of staff development in activities related to leadership. (W.Va. Code §18-2E-5)

5.9.6. All principals meet the requirements for training through the principals' academy. (W.Va. Code §18A-3-2c; Policy 2510; Policy 5500.03)

5.9.7. The county board develops and implements a beginning educator induction program and a beginning principal internship program. (W.Va. Code §§18A-3-2b and 2d; Policy 5899; Policy 5900)

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

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

5.10.1. The county develops and implements a policy for grading. (Policy 2510)

5.10.2. A formal written Unified School Improvement Plan is established, implemented, and reviewed annually. (Policy 2510)

5.10.3. Staff demonstrate the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

5.10.4. Staff demonstrate high expectations for each student. (Policy 2510)

126CSR13

5.10.5. School personnel assess students' progress toward mastering subject content and provide reteaching and enrichment opportunities for all students including honors and advanced placement, remediation, and acceleration. (Policy 2510)

5.10.6. School counselors spend at least seventy-five percent (75%) of their time assisting students through individual or group counseling, developmental guidance, academic planning, and career counseling. (W.Va. Code §18-5-18b; Policy 2315)

5.10.7. Five year two part individualized student transition plans, covering grades nine through twelve and the first year after graduation from high school, are prepared and on file for students. (First Phase effective for students entering grade 8 1998-1999 and Second Phase effective for students entering grade 10 2000-2001) (W.Va. Code §18-2E-8; Policy 2510)

5.10.8. All students have equal education opportunities. (Policy 2510)

5.10.9. Lesson plans are prepared in advance and the principal reviews and comments on them at least once each semester. (Policy 2510; Policy 5310)

5.10.10. The principal or designee observes teacher and student performance in the classroom and provides feedback. (Policy 5310)

5.10.11. Performance data are analyzed prior to the start of the school term and used to improve student achievement. (Policy 2510)

5.10.12. 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 instructional goals and objectives. (Policy 2510)

5.10.13. Students who demonstrate poor academic performance and/or engage in disruptive behavior are identified and appropriate instructional and/or behavioral intervention strategies are implemented within the regular instructional program or students are referred immediately for multi-disciplinary evaluation and receive sustained intervention services. (Policy 2510)

5.10.14. A system to monitor the dropout rate is in place and, when appropriate, a plan is implemented to decrease the student dropout rate. (Policy 2510)

5.10.15. A Student Assistance Team is established and functioning. (Policy 2510)

5.10.16. 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)

5.11. Safe and Disciplined Schools. The county and school maintain a safe and disciplined learning environment that ensures the physical, social, and emotional well being of students.

5.11.1. School rules, procedures, and expectations are written and clearly communicated to students, parents, and staff. (Policy 2510)

5.11.2. Individual differences are respected so that each student feels valued. (Policy 2510)

5.11.3. A preventive discipline program that may include the Responsible Students Program and a student involvement program that may include a peer mediation program are in place. (W.Va. Code §18-5A-2)

5.11.4. A countywide safe school plan is implemented in each school. (W.Va. Code §18-5A-2)

5.11.5. The county has implemented: a policy governing disciplinary procedures; policies governing student due process rights and nondiscrimination; an approved policy on tobacco use; and an approved policy on substance abuse. (W.Va. Code §§18A-5-1 and 18-8-8; Policy 2422.5; Policy 2422.5A; Policy 4370)

5.11.6. The county and schools implement the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy. (Policy 2421)

§126-13-6. County and School Improvement Plan Process.

6.1. Each county board develops and submits a Unified County Improvement Plan ~~or an equivalent strategic plan~~ to the West Virginia ~~Department~~ Office of Education Performance Audits by December 31, 1997, and an update each year thereafter. This plan is based on information from the Unified School Improvement Plans, locally identified needs, and school performance data. The plan specifies strategies for meeting high quality standards and performance measures that have not been met.

6.2. Each school develops a Unified School Improvement Plan ~~or an equivalent strategic plan~~ by September 30, 1997, and annually submits to the West Virginia ~~Department~~ 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 is based on the identified needs of the students and is developed collaboratively by the local school improvement council, the principal, faculty senate, and school curriculum team.

6.3. The county superintendent and board president for the Unified County Improvement Plan, and each school's principal for the annual school checklist, shall sign a statement acknowledging that the information submitted 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.

6.4. Periodic, random, and unannounced on-site review teams assess the county's and schools' compliance 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.

§126-13-7. School Accreditation Status.

7.1. ~~The information submitted for each school shall be reviewed State Board annually by~~ shall review the information from the department system of education staff; performance audits submitted for each school and the West Virginia Board of Education shall issue to every school one of the following: ~~(1) full~~ Full accreditation status, temporary accreditation status, (2) probationary conditional accreditation status, or (3) seriously impaired status.

7.2. Full accreditation status shall be issued to a school when the measure of the school's student and school performance is at a level that meets the annual performance measures and the high quality education standards in this policy.

7.3. ~~Probationary~~ Temporary accreditation status shall be issued to a school when the measure of the school's performance is below established standards and performance measures.

7.3.1. Whenever a school is issued ~~probationary~~ 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 within one year level. The revised plan shall include objectives, a ~~timeline, and time line,~~ a plan for evaluation of the success of the improvements, cost estimates, and a date certain for achieving full accreditation status. ~~If an acceptable plan is presented to the West Virginia Department of Education, the county and school shall have twelve (12) calendar months to implement the revised Unified School Improvement Plan for compliance.~~

7.3.2. ~~If the revised Unified School Improvement Plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent may return the plan to the county board for modification or may modify the plan in consultation with the county board and accept the plan as modified.~~

7.4. Conditional accreditation status shall be issued to a school when the measure of the school's performance 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 State Board, and the school is meeting the objectives and time line in the revised plan.

7.5. Seriously impaired status shall be issued to a school when the measure(s) of the school's performance is/are below the established performance measures or the State Board determines that extraordinary circumstances exist.

§126-13-8. Seriously Impaired Status. A school shall be considered to be seriously impaired by the State Board when one or more of the following conditions exist:

8.1. The total basic skills score for one or more grade levels in grades 3 through 11 is at or below the 30th percentile in the most recent year for which data are available and one (1) of the two (2) preceding years.

8.2. 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.

8.3. 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.

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

8.5. 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 ~~may~~ shall include the following: ~~failure of a school issued probationary on temporary accreditation status to improve obtain approval of its status; revised Unified School Improvement Plan within a reasonable time period as defined by the State Board and the failure of a school on conditional accreditation status to meet the objectives and time line specified in the revised plan.~~ 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 State Board policies that impacts 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. (Policy 1340)

8.5.1. ~~When~~ Whenever a school is seriously impaired, the state superintendent, ~~with the approval of the~~ West Virginia Board of Education, shall appoint a team of ~~three~~ improvement consultants to make recommendations within sixty days of appointment for ~~correction of~~ correcting the impairment.

8.5.2. 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 impairment is not made within six months of receipt of the recommendations, the State superintendent Board shall place the county board on temporary approval status and provide consultation and assistance to the county board to (1) Improve personnel management, (2) ii) establish more efficient financial management practices, (3) iii) improve instructional programs and policies rules, or (4) iv) make such other improvements as may be necessary to correct the impairment.

8.5.3. If the school's impairment is not corrected ~~within one year of receipt of by a date certain set by the recommendations~~ State Board, the county board shall be issued nonapproval status.

8.5.4. Whenever a school is ~~issued probationary status or is determined~~ to be seriously impaired and fails to improve its status within one year, any student attending such school may transfer once to the nearest fully accredited school, subject to approval of the fully accredited school and at the expense of the school from which the student transferred.

§126-13-9. County School System Approval.

9.1. ~~The information submitted by each county State Board shall be reviewed annually shall review information submitted for by each school system from the Department system of Education staff, education performance audits and the West Virginia Board of Education shall issue every county board one of the following approval levels to each county board:~~ (1) Full approval, (2) temporary approval, conditional approval, (3) probationary approval, or (4) nonapproval.

9.2. Full approval shall be issued to a county board whose educational system meets or exceeds all of the high quality educational standards for student, school, and school system performance and processes adopted by the West Virginia Board of Education and whose schools were have all been issued full, temporary, or conditional accreditation status. ~~Full approval is for a period not to exceed four years.~~

9.3. ~~Conditional Temporary approval shall be issued to a county board whose educational system meets at least ninety-five percent (95%) of the high quality standards and in which at least ninety percent (90%) of the schools have been issued full accreditation status provided no school is seriously impaired is below the level required for full approval. County boards that have fewer than ten (10) schools may be granted conditional approval status without regard to the ninety percent (90%) rule based on the total quality of the county education program. Whenever a county board is given temporary approval status, the county board shall revise its Unified County Improvement Plan to increase the performance 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 State Board for approval. To be eligible for conditional~~

approval status, county boards with fewer than ten (10) schools shall have no more than one (1) school on probationary accreditation status and no school shall be seriously impaired.

9.4. Probationary Conditional approval shall be issued to a county board whose educational system has met fewer than ninety-five percent (95%) of the high quality standards or is below the level required for full approval, but whose Unified County Improvement Plan meets the following criteria: (i) the plan has been which eleven percent (11%) or more schools have revised to achieve full approval by a date certain, (ii) the plan has been approved by the State Board, and (iii) the county board is meeting the objectives and time line specified in issued probationary or seriously impaired status the revised plan.

9.5. If the high quality standards and annual performance measures are not met within one year from the date the probationary approval is issued to a county board, the schools within the county must reach the level of full accreditation status or the county board shall be automatically issued nonapproval status. Nonapproval status shall be issued to a county board which fails to meet the criteria established by the State Board.

§126-13-10. Nonapproval Status is also issued to a county board that fails to submit a Unified County Improvement Plan or fails to demonstrate a reasonable effort to meet the high quality standards. – A “reasonable effort” is defined school system shall be designated as meeting the objectives and timelines specified in on nonapproval status when one or more of the Unified County Improvement Plan following conditions exist:

10.1. 9.6.–The West Virginia Board of Education may confer nonapproval status on a county board when extraordinary circumstances exist fails to submit and gain approval of its Unified County Improvement Plan.

10.2. 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.

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

10.4. If, during an on-site review, a school or A county board is found to on conditional approval status fails to achieve full approval status by the date specified in the revised plan. noncompliance with one or more standards, a written plan for compliance shall be submitted to the West Virginia Department of Education within thirty (30) days of receipt of the draft written report. The plan shall include objectives, a timeline, and cost estimates for achieving full accreditation status

10.5. If an acceptable plan is presented to the West Virginia Department of Education, the county board has twelve (12) calendar months to implement the plan for compliance. During that time, a school or county board may request that appropriate department staff return to the county board to verify its completion of the plan for compliance. If compliance is verified, a recommendation shall be made to the West Virginia Board of Education, through the state superintendent of schools, to change the

approval status of the county board or school.

10.5. 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; a casual deficit for two (2) or more years; a budget deficit above three (3) percent for any one year; 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; or failure to provide a high quality and equal educational opportunity for students. (Policy 1340)

10.6. 9.6.4. Whenever nonapproval status is issued to a county board has more than a county board, casual deficit the West Virginia Board of Education county board shall declare submit a plan to the State of emergency by written notification to Board specifying strategies for eliminating the county board and may intervene in the operation of the county board casual deficit. The West Virginia Board of Education may intervene in State Board shall either approve or reject the plan. operation of the county board to: (1) limit 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 policies and such other areas as may be designated by the West Virginia Board of Education by rule; (2) take such direct action as may be necessary to correct the impairment; and (3) declare that the office of the county superintendent is vacant. (W.Va. Code §18-2E-5(g))9.6.2 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.

10.6.1. 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.

10.6.2. 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 State Board, is not made within six months of receipt of the recommendations, the State Board 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.

10.6.3. Nonapproval and This intervention are may include, but is not required if probationary or seriously impaired status schools improvelimited to: (i) limiting the level authority of performance between current performance the county superintendent and performance for full approval 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 policies and such other areas as may be designated by the West Virginia Board of Education by rule; (ii) taking such

direct action as may be necessary to correct the emergency; and (iii) declaring that the office of the county superintendent is vacant. ~~Deferral of intervention in county boards with probationary or seriously impaired status schools shall be determined by the state superintendent and the West Virginia Board of Education.~~(W.Va. Code §18-2E-5(g))

§126-13-40 11. On-Site Reviews.

~~40 11.1. To assist the West Virginia Board of Education in determining the accreditation status of schools and the approval status of county boards, the State Board shall appoint education standards compliance review teams to make~~ At the direction of the State Board or by weighted, random selection by the Office of Education Performance Audits, an unannounced on-site review shall be conducted by the Office of Education Performance Audits of the educational programs in any school or county board in the state school system for purposes, including, but not limited to assess compliance of the school or county board with the high quality education standards and performance measures adopted by the West Virginia Board of Education the following:

~~11.1.1. 40.2. The teams shall be composed of no more than ten persons, not more than half of whom may be members of or currently employed by the West Virginia Board of Education, who possess the necessary knowledge, skills and experience to make an accurate assessment of education programs~~ Verifying data reported by the school or county board.

11.1.2. Documenting compliance with policies and laws.

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

11.1.4. Investigating official complaints submitted to the State Board that allege serious impairments in the quality of education in schools or school systems.

11.1.5. The teams shall be chaired by a member of ~~Investigating official complaints submitted to the Department of Education staff~~ State Board that allege that a school or county board is in violation of policies or laws under which schools and county boards operate.

~~40.3. 11.2. The education standards compliance teams shall report the findings of their on-site reviews to the West Virginia Board of Education~~ Selection of schools and school systems for inclusion in the determination of an on-site review shall use a weighted random sample so that those with lower performance indicators and those that have not had a recent on-site review have a greater likelihood of being selected. ~~schools or county board's accreditation or approval status as applicable~~

~~40.3.4 11.3. The county board and school teams shall correct all on-site review findings be composed of an adequate number of noncompliance within one year of West Virginia Board persons who possess the necessary knowledge, skills, and experience to make an accurate assessment of education programs and who are drawn from a trained cadre established by the Office of Education approval of the report Performance Audits. If any findings of noncompliance have not been corrected, the school The teams shall automatically be issued probationary accreditation or seriously impaired status led by a member of the Office of Education Performance Audits staff.~~

~~40.3:211.4. The West Virginia Board Office of Education may at any time issue a school or county board any appropriate status based on the on-site review Performance Audits shall report the findings of the on-site reviews to the West Virginia Board of Education for inclusion in the evaluation determination of a school's or county board's accreditation or approval status as applicable.~~

~~40.3.3. Exemplary performance of schools, programs, and educators identified by on-site review teams shall be recognized through the on-site review report.~~

~~40.3.4:11.5. The West Virginia Board of Education encourages the sharing of information to improve school effectiveness among the county boards, multi-county vocational-technical institutes, and regional educational service agencies.~~

~~40.6:11.6. If the plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent may return the plan for modification or has discretion to modify the plan in consultation with the, during an on-site review, a school or county board and acceptis 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 plan as modified 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.~~

~~40.7:11.7. Accreditation status information shall be made available to the legislature, the governor, the general public and to any individual who requests such information. 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.~~

~~40.8:11.8. At the direction of the state superintendent or by random selection, an unannounced on-site review shall be conducted by the Department of Education staff of any school or county board for purposes of verifying data reported by the school or county board, documenting compliance with policies and laws, and/or investigating official complaints that allege the school or county board is in violation of policies and/or laws under which schools and county boards operate. 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.~~

~~40.9. County boards shall be selected for an on-site review by a weighted random sample. Each county board shall be weighted so that those with lower performance measures and those that have not had a recent on-site review have a greater likelihood of being reviewed.~~

~~40.10.11.9. The on-site review process will include compliance with the high quality standards, but primary emphasis in determining school accreditation and school system approval status will be placed based on the student, school, and student school system performance measures.~~

§126-13-12. Capacity Building.

12.1. 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.

12.1.1. 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.

12.1.2. When the State Board determines that schools and school systems do not have the capacity to correct deficiencies, the State Board 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.

12.2. The State Board shall recommend to the appropriate body including, but not limited to, the Legislature, county boards, schools, and communities methods for targeting resources strategically to eliminate deficiencies identified in the assessment and accountability processes by the following:

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

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

12.2.3. Determining the areas of strength that appear to have contributed to exceptional student, school, and school system performance and promoting their

emulation throughout the system;

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

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

12.2.6. Requesting special staff development programs from the Center for Professional Development, higher education, regional education service agencies, and county boards based on identified needs;

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

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

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

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

12.2.11. 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.

2320 final
8/12/98
11:45 a.m.

**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: _____

Position: _____

Name of County, School, Business, etc: _____

Street Address: _____

City/State/Zip: _____

COMMENTS/SUGGESTIONS
Section 1 - General.
Section 2 - Purpose.

Section 3 - Responsibility.

Section 4 - Annual Performance Measures.

Section 5 - High Quality Standards.

Section 6 - County and School Improvement Plan Process.

Section 7 - School Accreditation Status.

Section 8 - Seriously Impaired Status.

Section 9 - School System Approval.

Section 10 - Nonapproval.

Section 11 - On-Site Reviews.

Section 12 - Capacity Building.

Please submit comments by September 25, 1998 to:

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

FAX: (304) 558-2705

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____
 SUBJECT A Process for Improving Education - Performance Based Accreditation System (2320) FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

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

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

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & 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	\$ 0	\$ 828,000.00	\$ 839,850.00	\$ 856,647.00
PERSONAL SERVICES	\$ 0	\$ 0	\$ 592,500.00	\$604,350.00	\$616,437.00
CURRENT EXPENSES			\$ 200,500.00	\$235,500.00	\$240,210.00
REPAIRS/ALTERATIONS					
EQUIPMENT			\$ 35,000.00		
OTHER					
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

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

Current

The appropriation will be used to implement the Process for Improving Education - Performance Based Accreditation System mandated by H.B. 4306 (W.Va. Code §18-2E-5). Estimated costs include:

- \$592,500. personal services (includes \$145,000. for employee benefits) - includes current and proposed staff of one Director, one Deputy Director, four Coordinators, one Secretary II, and one Secretary III
- \$ 60,000. on-site reviews in 12 counties including the individual schools
- \$ 10,000. substitute teachers used on on-site reviews
- \$ 35,826. rent at 550 Eagan Street
- \$ 55,477. general operating expenses such as supplies, printing, dissemination of Policy 2320 and training manual
- \$ 3,500. improvement consultant team travel
- \$ 4,800. telephone utilities
- \$ 9,000. office staff travel
- \$ 1,000. moving expenses
- \$ 8,532. copier rental
- \$ 6,365. telephone system installation
- \$ 35,000. equipment, including computers, network installation, printers, fax machine, WVEIS router and office furniture for new employees
- \$ 6,000. contracted professional services for special assignments

Next

Personal services \$592,500. X 2% = \$604,350.
 No equipment needed. Three additional on-site reviews for a total of 15 counties.

Thereafter

Personal services \$604,350. X 2% = \$616,437.
 Current expense \$235,500 x 2% inflation = \$240,210.

DATE July 30, 1998 AGENCY West Virginia Board of Education
Office of Education Performance Audits AUTHORIZED REPRESENTATIVE _____