

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

Form #5

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OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Code 18-2-5

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

EXEMPT LEGISLATIVE RULE \_\_\_\_\_  
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

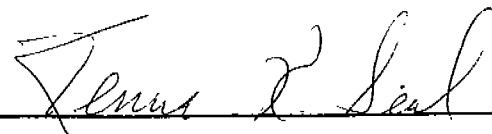
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 13

TITLE OF RULE BEING AMENDED: Performance Based Accreditation System  
(2320)

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

TITLE OF RULE BEING ADOPTED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS November 9, 1998



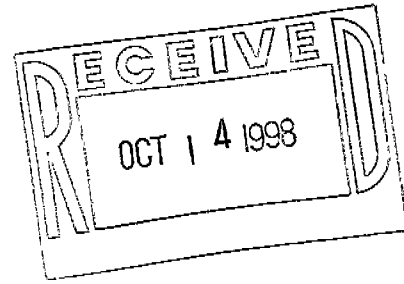
Kenna R. Seal

\$10.80

WEST VIRGINIA BOARD OF EDUCATION



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October 9, 1998

OFFICE OF THE SECRETARY OF STATE  
OCT 14 4 15 PM '98  
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Mr. Ken Hechler  
Secretary of State  
Building 1, Suite 157K  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0770

Dear Mr. Hechler:

This correspondence confirms that the West Virginia Board of Education approved Policy 2320, *A Process for Improving Education - Performance Based Accreditation System* on October 8, 1998.

The State Board respectfully requests that Policy 2320 be immediately filed in order to implement Governor Underwood's update of the Master Plan for Education (A Process for Improving Education) and House Bill 4306 enacted by the Legislature during the 1998 session.

Thank you for responding to this request for filing State Board Policy 2320.

Sincerely,

James J. MacCallum  
President  
West Virginia Board of Education

JJM/ls

**EXECUTIVE SUMMARY**  
**WEST VIRGINIA BOARD OF EDUCATION**  
**Office of Education Performance Audits**

**POLICY NUMBER AND TITLE: Policy 2320**

A Process for Improving Education - Performance Based Accreditation System

**PUBLIC COMMENT PERIOD ENDS: September 25, 1998 ADOPTED: October 8, 1998**

**BACKGROUND**

House Bill 4306, passed during the regular session of the West Virginia Legislature, amended and reenacted W.Va. Code §18-2E-5, Process for improving education; office of education performance audits; education standards: school system accreditation and school system approval; intervention to correct impairments. The legislation requires the State Board to develop an assessment program and an accountability program; establish a system of education performance audits; and periodically review and update high quality education standards for student, school, and school system performance and processes.

Policy 2320 was placed on comment by the State Board in August until September 25, 1998.

**PURPOSE**

The purpose of this policy is to establish a process for improving education, thereby, incorporating the provisions required by House Bill 4306.

**PROVISIONS**

The proposed policy has been revised based on suggestions from the written comments submitted to the Office of Education Performance Audits. Of the twelve (12) comments received, two (2) were accepted; two (2) were not accepted; and the remaining did not require action. All proposed revisions to the policy as placed on comment are indicated by underlines or strike-throughs.

The proposed revisions include minor editing and reinstating an equivalent strategic plan.

**IMPACT**

The impact of this policy is to provide a system of accountability to assess schools and school systems against the standards and determine if current resources are used in a manner which ensures maximum capacity to achieve the standards. The policy also provides for early detection and correction of deficiencies and targeting resources to areas of critical need.

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**126CSR13**

**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 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 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. -- October 9, 1998

1.4. Effective Date.-- November 9, 1998

1.4.1. Unless specified otherwise within the policy.

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

**§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.

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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 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:

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3.1.1. The assessment of student, school, and school system performance and the 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.

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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. 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)

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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 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%).

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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)

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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. (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)

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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. (Policy 2510)

5.2.2. The school distributes resources on the basis of the Unified School Improvement Plan. (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 is 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)

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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.

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)

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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)

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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 alternate 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, 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, 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)

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

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)

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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)

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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)

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)

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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)

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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 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 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 State Board 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: Full accreditation status, temporary accreditation status, conditional accreditation status, or seriously impaired status.

## 126CSR13

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. 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 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.

7.3.2. The revised Unified School Improvement Plan shall be submitted to the State Board for approval.

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.

## 126CSR13

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 shall include 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 State Board and 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. 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. Whenever a school is seriously impaired, 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.

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 Board 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.

8.5.3. If the school's impairment is not corrected by a date certain set by the State Board, the county board shall be issued nonapproval status.

8.5.4. Whenever a school 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. School System Approval.**

9.1. The State Board 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, temporary approval, conditional approval, or nonapproval.

9.2. 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 and processes adopted by the West Virginia Board of Education and whose schools have all been issued full, temporary, or conditional accreditation status.

9.3. 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 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.

9.4. 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 State Board, and (iii) the county board is meeting the objectives and time line specified in the revised plan.

9.5. 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.** A school system shall be designated as on nonapproval status when one or more of the following conditions exist:

10.1. The county board 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.

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

10.5. 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; or failure to provide a high quality and equal educational opportunity for students. (Policy 1340)

10.6. Whenever a county board has more than a casual deficit the county board shall submit a plan to the State Board specifying strategies for eliminating the casual deficit. The State Board 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.

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. This intervention may include, but is not limited to: (i) 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 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. (W.Va. Code §18-2E-5(g))

**§126-13-11. On-Site Reviews.**

11.1. 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 any school or school system for purposes, including, but not limited to the following:

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

11.2. Selection of schools and school systems for 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.

11.3. The teams shall be composed of an adequate number of 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 Performance Audits. The teams shall be led by a member of the Office of Education Performance Audits staff.

11.4. 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.

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.

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11.6. 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.

11.7. 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.

11.8. 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.

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 based on student, school, and 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.

## 126CSR13

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

**126CSR13**

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.

final2320  
10/8/98  
9:00a.m.

**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**

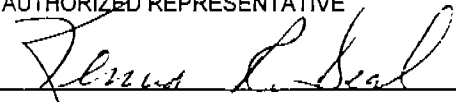
Personal services \$592,500. X 2% = \$604,350.  
 No equipment needed. Three additional on-site reviews for a total of 15 counties.

**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  


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

**COMMENT LOG**

August 13, 1998 to September 25, 1998

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

Date	Individual/Organization	Comments	Action/Type	Rationale
9/14/98	Roscoe K. Plumley, President Raleigh Co. Board of Education	<p><b>§126-13-I. General</b></p> <p>I must commend your group on the thought and work given to the Revision of Policy 2320, Performance Based Accreditation System.</p> <p>I am very concerned about our educational system. It appears to be an assembly line system designed for a particular student without consideration of the diversity of our population. I have hopes that the School to work program will help overcome some of our problems.</p> <p>In my judgement we need to revise our curriculum to make allowances for the differences in the interest and aptitude of all students. I think that our social studies should place a greater emphasis on state and local government as well as the natural and instinctive development of the social groups in our society.</p>	N/+	
9/16/98	Dr. Bonnie Ritz Director of Student Services Ohio County Schools 2203 National Road Wheeling, WV 26003	<p>This document represents a vast improvement over past accreditation documents.</p>	N/+	

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

August 13, 1998 to September 25, 1998

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

Date	Individual/Organization	Comments	Action/Type	Rationale
9/24/98	R. Matthew Kittle Director, Curriculum & Instruction Pre-K-8 Barbour County Schools 105 S. Railroad St. Philippi, WV 26416	<p>§126-13-3. Responsibility</p> <p>3.1.1 - "Processes" Does it refer to finance, personnel, instruction, materials, transportation, or all of the above? Please define "Processes"</p> <p>3.4 - If a school is considered "underachieving," it is too late for "early detection and intervention programs." The early detection and intervention programs need to be in place to prevent underachieving schools. Also, what constitutes "underachieving"? Shouldn't a school be on temporary or seriously impaired status to be considered underachieving?</p>	N/o	<p>"Processes" are the high quality standards and are defined in the <i>Training Manual and Handbook for On-Site Reviews</i>.</p> <p>The accreditation process identifies underachieving schools by the performance standards. Early detection and intervention in programs provide assistance in improving student performance before conditions warrant more substantive intervention.</p>

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

**August 13, 1998 to September 25, 1998**

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

Date	Individual/Organization	Comments	Action/Type	Rationale
		<b>§126-13-5. High Quality Standards</b>		
8/27/98	Therese M. Wilson, Director WV Department of Education	5.6.15. - Code of conduct for <u>teachers</u> not employees 5.6.19. - line 5 - An <u>alternate</u> not alternative form of assessment	NA/° A/°	Language remains the same as stated in WV Code §18-2E-5. Revision made.
9/23/98	Sandy Weese, Superintendent Tyler County Schools Box 25 Middlebourne, WV 26149	5.6.25. - Should be changed to place some responsibility on the RESA to <u>effectively</u> meet the needs of the counties it represents.  SUGGESTION TO READ: "The county school system effectively participates with its assigned RESA, provided that the RESA effectively addresses or meets the needs of the counties it represents."	NA/°	Language remains as stated in WV Code §18-2E-5. A mechanism is in place outside accreditation, since the Office of Education Performance Audits is not authorized to review RESAs. WV Code §18-2-26, Section g, states that the county must annually submit an evaluation of RESA services to the State Board. The Code further stipulates that each school shall submit an evaluation of RESA services provided.
9/24/98	R. Matthew Kittle Director, Curriculum & Instruction Pre-K-8 Barbour County Schools 105 S. Railroad St. Philippi, WV 26416	5.6.25 - "Effectively" is a subjective term. How can "effectively" be identified.		





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

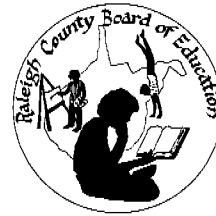
August 13, 1998 to September 25, 1998

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

Date	Individual/Organization	Comments	Action/ Type	Rationale
9/24/98	R. Matthew Kittle Director, Curriculum & Instruction Pre-K-8 Barbour County Schools 105 S. Railroad St. Philippi, WV 26416	<p><b>§126-13-8. Seriously Impaired Status</b></p> <p>8.5.4 - What Criteria, other than pupil-teacher ratio, can the "full accredited school" use in deciding approval of a transfer student? Also, in regard to the seriously impaired school paying expenses, define expenses. Does this include transportation cost, textbooks, food, supplies, etc.</p> <p>Is this expense going to pro-rated based on the student allocation verses the month of withdraw?</p> <p>What if the "Seriously Impaired" school does not have the money?</p>	N/o	County policy would specify criteria for approval of a transfer student. Other questions should be directed to the State Board's legal advisor for interpretation.

# *Raleigh County Schools*

105 Adair Street, Beckley, WV 25801-3791 Ph. 304-256-4500 FAX 304-256-4707



September 11, 1998

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

Dear Dr. Davis:

I must commend your group on the thought and work given to the Revision of Policy 2320, Performance Based Accreditation System.

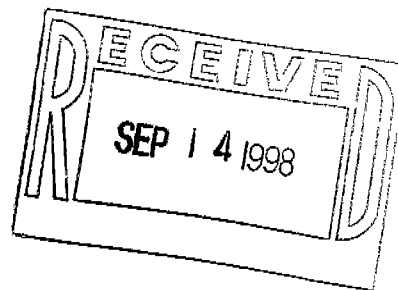
I am very concerned about our educational system. It appears to be an assembly line system designed for a particular student without consideration of the diversity of our population. I have hopes that the School to work program will help overcome some of our problems.

In my judgement we need to revise our curriculum to make allowances for the differences in the interest and aptitude of all students. I think that our social studies should place a greater emphasis on state and local government as well as the natural and instinctive development of the social groups in our society.

Respectfully yours,

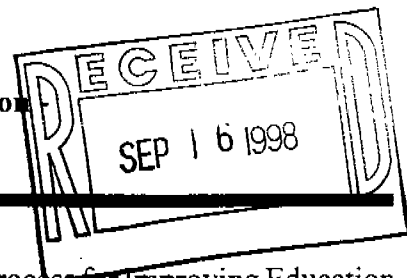
A handwritten signature in cursive script that reads "Roscoe K. Plumley".

Roscoe K. Plumley, President  
Raleigh County Board of Education



*"Building better minds for a better future"*

**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. Bonnie Ritz

**Position:** Director of Student Services

**Name of County, School, Business, etc:** Ohio County Schools

**Street Address:** 2203 National Road

**City/State/Zip:** Wheeling, WV 26003

COMMENTS/SUGGESTIONS	
<b>Section 1 - General.</b>	<p>This document represents a vast improvement over past accreditation documents.</p>
<b>Section 2 - Purpose.</b>	

**Section 3 - Responsibility.**

**Section 4 - Annual Performance Measures.**

**Section 5 - High Quality Standards.**

**Section 6 - County and School Improvement Plan Process.**

The removal of an equivalent strategic plan for USIP is counterproductive to site based management and effective, creative leadership. Other strategic plans that contain the elements required by the USIP should be included.

The emphasis needs to be on the results of the planning process and not on the process itself. Otherwise West Virginia will be engaged in dumbing the best system down to the lower common denominator.

**Section 7 - School Accreditation Status.**

The addition of Temporary Accreditation is an excellent idea.

This is a needed component to the accreditation document.

**Section 8 - Seriously Impaired Status.**

**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

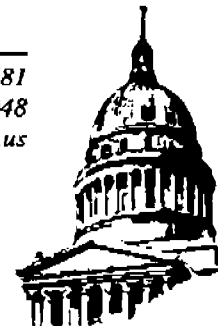
FAX: (304) 558-2705

**WEST VIRGINIA DEPARTMENT OF EDUCATION**

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

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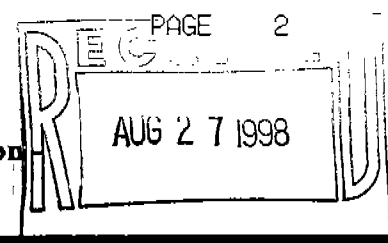
**FAX COVER SHEET**

**TO:** Donna Davis  
**ORGANIZATION:** WV Dept of Ed.  
**FAX:** 558-2405  
**PHONE:** 558-3788

**FROM:** Therese M. Wilson  
**Telephone:** (304) 558-2546 **Fax:** (304) 558-1613  
**DATE:** 8-27-98  
**SUBJECT:** Policy 2320

**PAGES (including cover sheet):** 3

**COMMENT:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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**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:** \_\_\_\_\_

<b>COMMENTS/SUGGESTIONS</b>	
<b>Section 1 - General.</b>	
<b>Section 2 - Purpose.</b>	

Comments/Suggestion Form  
Policy 2320  
Page 2

*from Dheuce Wilson*

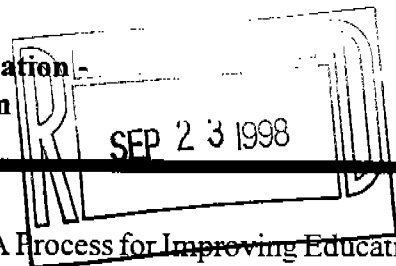
**Section 3 - Responsibility.**

5.6.15 code of conduct for teachers not employees  
5.6.19 line 5 An alternate not alternative form of assessment.

**Section 4 - Annual Performance Measures.**

**Section 5 - High Quality Standards.**

**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:** Sandy M. Wease

**Position:** Superintendent

**Name of County, School, Business, etc:** Tyler County Schools

**Street Address:** Box 25

**City/State/Zip:** Middlebourne, WV 26149

**COMMENTS/SUGGESTIONS**

**Section 1 - General.**

**Section 2 - Purpose.**

Section 3 - Responsibility.

Section 4 - Annual Performance Measures.

Section 5 - High Quality Standards.

5.6.25

Should be changed to place some responsibility on the RESA to effectively meet the needs of the counties it represents.

SUGGESTION TO READ: " The county school system effectively participates with ~~the~~ its assigned RESA, provided that the RESA effectively ~~meets~~ addresses or meets the needs of the counties it represents.



**Comments/Suggestion Form**

Policy 2520

Page 2

**Section 3 - Responsibility.**

3.1.1 "Processes" Does it refer to finance, personnel, instruction, materials, transportation, or all of the above?

Please define "Processes"

3.4 If a school is considered "underachieving," it is too late for "early detection and intervention programs." The early detection and intervention programs need to be in place to prevent underachieving schools. Also, what constitutes "underachieving"? Shouldn't a school be on temporary or seriously impaired status to be considered underachieving?

**Section 4 - Annual Performance Measures.**

**Section 5 - High Quality Standards.**

5.6.25 "Effectively" is a subjective term. How can "effectively" be identified.

**Section 9 - School System Approval.**

**Section 10 - Nonapproval.**

**Section 11 - On-Site Reviews.**

**Comments/Suggestion Form**

Policy 2320

Page 3

**Section 6 - County and School Improvement Plan Process.**

**Section 7 - School Accreditation Status.**

**Section 8 - Seriously Impaired Status.**

8.5.4. What Criteria, other than pupil-teacher ratio, can the "fully accredited school" use in deciding approval of a transfer student?  
Also, in regard to the seriously impaired school paying expenses, define expenses. Does this include transportation cost, textbooks, food, supplies, etc.  
Is this expense going to pro-rated based on the student allocation verses the month of withdraw?  
What if the "Seriously Impaired" school does not have the money?