

Executive Summary

Proposed Policy 2320 Performance Based Accreditation System

Purpose:

The attached proposed policy describing the high quality educational standards is the first step in establishing a performance based accreditation system which emanates from: 1) The board of Education's Educational Goals for West Virginia, §2100; 2) state statute §18-2E-5; and 3) the information presented in the Report Card. The implementation of said policy will help assure West Virginians of an equitable and high quality educational system.

Background:

The purpose of school accreditation is to provide assurances that a thorough and efficient system of education is being provided for all West Virginia public school students on an equal educational opportunity basis and that the high quality standards of (§18-2E-5) are met. Senate Bill No. 14 (§18-2E-5) mandated that high quality educational standards in the areas of curriculum, finance, transportation, special education, facilities, administrative practices, training of school district board members and administrators, personnel qualifications, professional development and evaluation, student and school performance and other areas be determined by the state board of education.

Performance standards which measure the performance of each school must be set by July 1, 1989, in the following areas: student performance by grade level in the various subjects tested under the Statewide Testing of Educational Progress program; school attendance rates; student dropout rate; the percent of students promoted to next grade and the number of waivers of the promotion standard granted; the graduation rate; average class size; pupil-teacher ratio; number of exceptions to pupil-teacher ratio requested by the district board and the number of exceptions granted; the number of split-grade classrooms; pupil-administrator ratio; and the operating expenditure per pupil.

The process for verifying the standards includes annual improvement plans; periodic, random, unannounced, on-site effectiveness reviews; and improvement consultants for seriously impaired schools. When school districts are given nonapproval, the state board can intervene in the operation of the district.

The statute (§18-2E-5) allows for a pilot test of the system prior to the full implementation date. The West Virginia Board of Education appointed a County/School Accreditation Advisory Committee and the Committee met eight times and at its last meeting approved the attached proposed policy for use in the pilot test. Pilot school/school district accreditations were conducted in three counties. Information from these pilots shaped some revision of the standards and process used in developing the accreditations process.

Impact:

Leadership/Administrative - §18-2E-5 sets goals for all schools and school districts. The method for achieving the goals is determined by local school administrators. If the school and school district do not meet performance measures and high quality standards, a compliance plan is written. If the plan is not implemented within specified timelines, the state board can intervene in the operation of the school district.

Financial - The primary cost to the schools and school districts is providing data through the school report card. The cost of administering the program is within the accreditation budget. The cost of state administration of local estimated at \$50,000 per school district.

Instructional - Academic performance measures and high quality standards set high expectations for all students. The public is assured that each public school provides a quality educational program. This produces increased expectations by teachers, better performance by students and an atmosphere supportive of learning.

Societal - Equal educational programs are required for every public school student regardless of his or her background, socioeconomic status, race or gender. These programs will prepare students to become successful in subsequent educational experiences, active citizens and productive employees.

Political - Setting uniform expectations of all students is a tenet of current school philosophy. The need for accountability throughout the educational system is also supported by research. The school accreditation program requires accountability from students, teachers, principals, service personnel, local school district administrators, the state department and the state board.

The information generated by the accreditation system provides the basis upon which the perception of educational quality is judged. As results become more positive so will the attitude of the public and legislators.

TITLE 126
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2E-5
SERIES 13
POLICY §2320

FILED
1989 JUL 19 AM 9:15
OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

Title: ~~School-District-Accreditation-Process--Annual-Improvement-Plan, Performance-Measures,-School-Accreditation-Status,-School-District Approval,-On-Site-Reviews,-High-Quality-Standards~~ Performance Based Accreditation System: High Quality Standards, Annual Performance Measures, Accreditation Process, Annual Improvement Plan

Section 1. General

- 1.1 ~~Scope - these rules establish a school accreditation process and a school district approval process. the high quality education standards and annual performance measures that when met by county school districts will The purpose is to provide assurances that a thorough and efficient system of education is being provided for all West Virginia public school students on an equal educational opportunity basis. and that the high quality standards are being met. A system for the review of schooldistrict educational plans, performance based accreditation and periodic, random, unannounced on-site effectiveness reviews of district educational systems, including individual schools within the districts, shall provide assurances that the high quality standards are being met. This process shall be the only statewide system used for accrediting or classifying the public schools in West Virginia.~~ This replaces policies §2320, Standards for Educational Quality; §2321, Indicators of Attainment; and §2310, School Classification.
- 1.2 Authority - 18-2E-5
- 1.3 Filing Date - _____
- 1.4 Effective Date - July 1, 1989
- 1.5 Repeal of former rule - This legislative rule repeals and replaces §2320, Standards for Educational Quality (Series 13A); §2321, Indicators of Attainment (Series 13B); and §2310, School Classification (Series 12), filed January 16, 1987, and effective July 1, 1987.

- Section 1. General
- Section 2. High Quality Standards
- Section 3. Annual Performance Measures
- Section 4. School District Accreditation Process
- Section 5. School District Annual Improvement Plan Process
- Section 6. School Accreditation Status
- Section 7. Serious Impairment
- Section 8. School District Approval
- Section 9. On-Site Reviews
- Section 10. Selection of School Districts and Schools for On-Site Reviews

Section 2. High Quality Standards

The West Virginia Board of Education hereby adopts educational standards in the following areas: curriculum; finance; transportation; special education; facilities; administrative practices and school community relations; training of school district board members and administrators; personnel qualifications; professional development and evaluation; and student and school performance.

Section 2.1 Curriculum

A. Qualitative Standards

- 2.1.1 The mission and goals of the school provide direction for curricular planning. (\$2320)
- 2.1.2 The curriculum reflects the shared commitment of the faculty and the community and the emerging characteristics of the future. (\$2320)
- 2.1.3 Instruction is consistent with the school mission, programs of study and learning outcomes. (\$5311)
- 2.1.4 School administrators and teachers foster a climate conducive to learning. (\$5311)
- 2.1.5 Knowledge, skills and attitudes required for effective written and oral communication, reading, mathematical computation and problem solving are developed in students. (\$2100)
- 2.1.6 Knowledge, skills and attitudes required for understanding world geography, government, social and economic systems and their development are developed in students so they are able to make informed choices. (\$2100)
- 2.1.7 Knowledge, skills and attitudes required for applying science and technology in rational decision making and creative problem solving to function successfully in a high technological society are developed in students. (\$2100)
- 2.1.8 Knowledge, skills and attitudes required for retrieving, receiving and utilizing information for the benefit of the individual and society are developed in students. (\$2100)
- 2.1.9 Knowledge, skills and attitudes required for developing positive self-esteem are developed in students. (\$2100)
- 2.1.10 Knowledge, skills and attitudes required for promoting health, safety and physical fitness and recreation necessary for an active mind and body are developed in students. (\$2100)

Section 2.1 Curriculum (Continued)

- 2.1.11 Knowledge, skills and attitudes required for understanding of and participating in the creative, visual and performing arts to enrich the quality of students' lives are developed in them students. (\$2100)
- 2.1.12 Knowledge, skills and attitudes required for understanding one's culture and heritage are developed in students. (\$2100)
- 2.1.13 Knowledge, skills and attitudes required for functioning successfully in advanced academic and technical training programs and useful occupations are developed in students. (\$2100)
- 2.1.14 Knowledge, skills and attitudes required for developing basic values and ethical principles and applying them to life are developed in students. (\$2100)
- 2.1.15 School staff take into account the developmental characteristics of students when providing educational programs. (\$2100; \$2510)

B. Quantitative Standards

- 2.1.16 Program guides, curricular materials, resources and learning activities reflect objectives, student developmental levels and achievement. (\$2100; \$2510)
- 2.1.17 The written curriculum clearly identifies the learning outcomes that students are expected to master. (\$2100; \$2510)
- 2.1.18 Delivery of state programs of study is ~~are~~ articulated so that student learning is free from gaps. ~~and unnecessary repetition.~~ (\$2320)
- 2.1.19 Instruction is consistent with ~~programs-of-study,~~ programmatic definitions, criteria of excellence, learning outcomes and regulations for general, vocational and special education programs. (\$2100 \$2516)
- ~~2.1.20 Priority shall be given to teaching and student engaged time on task. During instructional time, general announcements and announcements paging students shall be kept to a minimum. (\$2320)~~
- 2.1.20 Instructional priority is given to teaching and student engaged time on task. (\$5311)
- 2.1.21 Students have access to library/media ~~resources at least~~ twice-a-month centers regularly. (\$2320)

Section 2.1 Curriculum (Continued)

- 2.1.22 Sufficient numbers of up-to-date textbooks and other resources are available to deliver curricular content. (§2445)
- 2.1.23 Required by county boards of education are programs and instructional procedures that recognize the variability in achievement, development and background experience of the early childhood years (K-2). (§18-5-18c)
- 2.1.24 Required in grades K-4 are: art, health, language arts, mathematics, music, physical education, reading, science, bus/school safety and social studies. (§2413; §2422; §2510; §4335; §4336)
- 2.1.25 Required in grades 5-8 are: art, health, language arts, mathematics, music, physical education, reading, developmental reading, science, social studies, library/media and developmental guidance. (§2442; §2413; §2510)
- 2.1.26 Required in grades 9-12 are: health (1 unit), English-language arts (4 units) (or English [3 1/2 units] and speech [1/2 unit]), mathematics (2 units), physical education (1 unit), biology (1 unit), science (1 unit), and social studies (3 units) and applied arts, or fine or performing arts or foreign language (1 unit). (§2422; §2444; §2510)
- 2.1.27 The following electives are available in grades 9-12: art (2 offerings), driver education (1/2 unit), one foreign language (levels I and II), language arts (2 offerings), mathematics (algebra I & II, geometry, trigonometry, general mathematics, and applied mathematics [one offering]), music (instrumental [winds and percussion] and choral), science (general/physical science, chemistry and physics), social studies (one offering), and keyboarding (one offering). Other electives such as calculus, geography and additional social studies electives are offered. (§2444; §2510; §2320)
- 2.1.28 The following electives are available in vocational education in grades 9-12: Consumer and Homemaking (STEPS), Adult Roles and Functions and offerings from four service areas. (§2510)
- 2.1.29 Instructional time allocations are as follows: (158 minutes, 180 days) for kindergarten, (315 minutes, 180 days) for grades 1-4, (330 minutes, 180 days) for grades 5-8 and (345 minutes, 180 days) for grades 9-12. (§2510)
- ~~2.1.29 Instructional time allocations (315 minutes, 180 days) are provided for grades 1-4. (§2510)~~
- ~~2.1.30 Instructional time allocations (330 minutes, 180 days) are provided for grades 5-8. (§2510)~~
- ~~2.1.31 Instructional time allocations (345 minutes, 180 days) are provided for grades 9-12. (§2510)~~

Section 2.1 Curriculum (Continued)

- 2.1.30 School schedules reflect sufficient time allocations to meet state learning outcomes for all required programs of study.
(§2510)

Section 2.2 FinanceA. Qualitative Standards

- 2.2.1 ~~The school district's budget reflects the educational priorities and needs identified in the county's annual plan~~
fiscal decisions are consistent with its mission and goals.
(§2320)
- 2.2.2 The community reviews the school district's budget and is given the opportunity to provide input. (§18-5-4; §18-9B-6)
- 2.2.3 Resource allocations are made based upon exhibited needs.
(§2320)

B. Quantitative Standards

- 2.2.4 The school district's accounting practices are consistent with state policies and procedures. (§18-9B-10,11, §18-4-10)
- ~~2.2.4 Records of all funds collected in the operation of any part of the school program shall be kept in an accurate and systematic form, properly safeguarded and audited annually by the school district office or designee according to the School Finance Handbook. (§2320)~~
- 2.2.5 Individual school accounting practices are consistent with state policies and procedures. (§1224; §2320; §8100; §8352; §8353;)
- 2.2.6 The school district places excess levies on the ballot. (§2320)
- 2.2.7 The school district places bond issues on the ballot. (§2320)

Section 2.3 TransportationA. Qualitative Standards

- 2.3.1 Behavior on the school bus atmosphere is positive and orderly. (§2320)
- 2.3.2 School buses are attractive and clean. (§2320)

B. Quantitative Standards

- 2.3.3 The school district shall provide safe transportation and special transportation services for eligible students. (§2419; §4334; §4335;)
- 2.3.4 Students transported in school buses participate in emergency evacuation drills at least twice a year. (US DOT NHTSA Std. 17; §4335; §4336)

Section 2.3 Transportation (Continued)

- 2.3.5 Transportation is provided so that students are able to receive the full instructional time allocations. (\$2419)

Section 2.4 Special Education

A. Qualitative Standards

- 2.4.1 Special education classrooms are attractive and have adequate space. (\$2320)

- ~~2.4.2 Special education students are afforded equal rights and responsibilities. (\$2419; \$2436-11)~~

B. Quantitative Standards

- 2.4.2 Special education monitoring results have been reviewed, and citations have been corrected or an approved plan exists for correction. (\$2419)

Section 2.5 Facilities

A. Qualitative Standards

- 2.5.1 Facilities provide an environment conducive to learning. (\$5311)

- 2.5.2 The school administrator, teachers, students and the community take pride in the school facilities and grounds by supporting a school beautification program. (\$2320)

- ~~2.5.3 The school bulletin boards and displays exhibit and enhance academics. (Effective School; \$5311)~~

- 2.5.3 The school facility is attractively appropriately painted and adequately illuminated. (\$6200)

- 2.5.4 Consolidation of schools is considered based on curricular needs and the locus of the population. (\$2320)

B. Quantitative Standards

- 2.5.5 Educational specifications for renovations, additions and new construction are developed in accordance with the Handbook on Planning School Facilities by a team which includes parents, teachers and school administrators. (\$6220)

- 2.5.6 Fire marshal, Board of Risk and health department citations have been corrected or a plan exists for correction. (\$29-3-5; §18-10F-1 to 5; §18-3-9a)

- 2.5.7 Heating, ventilation and air conditioning systems are functioning properly. (\$6200)

Section 2.5 Facilities (Continued)

- 2.5.8 All toilet facilities contain hot and cold water faucets in workable condition and individual stalls with doors on all toilets. Soap, paper towels and toilet tissue are available to students at all times. (\$6200)
- 2.5.9 Windows, walls, doors and roofs are free of air and water infiltration. (\$6200)
- 2.5.10 Grounds shall be are maintained and kept clean to prevent or remedy standing water, extreme erosion and trash or debris. (\$6200)
- 2.5.11 Facilities are maintained so that wiring is not exposed, sewer and gas lines are not leaking and gas shut off valves are easily accessible. (\$6200)
- 2.5.12 All equipment is properly guarded. Safety guards and protective eye or hand devices are utilized. (\$6200)
- 2.5.13 Buildings, grounds, furnishings and equipment are free from observable safety hazards. (\$18-5-9; \$6200)
- 2.5.14 Buildings, grounds, furnishings, programs and equipment are accessible to handicapped students. (\$18-10F-3; Section 5014, Rehabilitation Act)

Section 2.6 Administrative Practices and School-Community RelationsA. Qualitative Standards

- 2.6.1 Parents have various options for becoming involved in their child's school, especially in ways that support the academic program. (\$2300)
- 2.6.2 The administrative leader ensures that formal and informal mechanisms exist for a two-way flow of information between among the school district, the school and its-public the community. (\$2320; \$5312)
- 2.6.3 The administrative leader involves considers recommendations from the school advisory council or active parent teacher organization in decision making. (\$2510)
- 2.6.4 Community resources are utilized to enrich the school program. (\$2320)
- 2.6.5 Staff members provide parents with information and techniques, when appropriate, for helping students learn. (\$5312)
- 2.6.6 Health services are provided to all students to maximize learning potential. (\$16-3-4, 4a; \$18-5-17)

Section 2.6 Administrative Practices and School-Community Relations
(Continued)

2.6.7 Accurate data are collected in a timely manner for inclusion in the state, county and school report cards. (§18-2E-4)

B. Quantitative Standards

2.6.8 The school and county report cards are disseminated so parents, teachers, administrators and the community are aware of the quality of public education. (§18-2E-4)

2.6.9 Media representatives are notified of school district and school activities. (§2320)

2.6.10 Students have an opportunity to eat a school breakfast and lunch. (§4321.12)

2.6.11 Parents are provided an opportunity to review AIDS and other sexually transmitted diseases instruction and materials and request their child be excluded from such instruction. (§18-2-9)

2.6.12 Each county has a minimum of one certified school nurse. School nurses are employed or contracted from the local health department at a rate of 1 per 1500, K-7 net enrollment or major portion thereof. (§18-5-22)

2.6.13 The county attendance director, subject to the county superintendent's recommendations, is appointed by the county board of education and coordinates the implementation of the county's student attendance policy, which addresses absences and tardiness. The equivalent of one full-time attendance director is appointed in counties with more than 4,000 students and counties with fewer than 4,000 students shall employ the equivalent of a half-time school attendance director. (§18-8-3, 4; §2320; §2510)

2.6.14 The county implements a policy governing disciplinary procedures, policies governing student due process rights and nondiscrimination, and an approved substance abuse policy. (§18-8-8; §18A-5-1, 1a; §4370; §2329; §2422.5)

Section 2.7 Training School District Board Members and Administrators

A. Qualitative Standards

~~2.7.1 Board members and school district administrators establish good public and employee relationships. (§2320)~~

~~2.7.2 Training programs help individuals grow personally and professionally in a supportive climate. (§5311)~~

2.7.1 Training is designed to enhance board members' and administrators' leadership and support of the educational process and emphasize current educational research, philosophy and methodology. (§2320; §5312)

Section 2.7 Training School District Board Members and Administrators
(Continued)

~~2.7.3 Training-emphasizes-current-educational-research,-philosophy
and-methodology---(\$2320)~~

B. Quantitative Standards

2.7.2 Members of a state and school district board of education, as a board, with their superintendent, or as individual school district board members, shall receive a minimum of seven hours of training annually in appropriate areas of boardmanship ~~which may to~~ include effective board service, effective personnel/relations development, policy development, school finance, curriculum and instructional programs, school law and effective community relations. (\$2320)

2.7.3 Training ~~shall be~~ is provided by the West Virginia School Boards Association or other organizations approved by the state board of education whose program or programs satisfy high quality training standards. (\$2320)

2.7.4 School district administrators shall participate in at least seven hours of professional development annually to include, but not limited to, activities related to both managerial and instructional leadership skills. (\$2320)

~~2.7.7 Professional-development-programs-for-district
administrators-include,-but-are-not-limited-to,-
activities-related-to-both-managerial-and-instructional
leadership-skills,---(\$2320)~~

Section 2.8 Personnel Qualifications

A. Qualitative Standards

~~2.8.1 All Staff maintain and upgrade their skills. (\$5311)~~

~~2.8.2 All Staff maintain professional work habits. (\$5311)~~

~~2.8.3 All-staff-promote-and-maintain-positive-school-pupil-parent
relationships,---(\$5311)~~

B. Quantitative Standards

2.8.3 Professional educators have a license for the subjects they teach or the positions they hold. (\$18A-3-1)

2.8.4 Service personnel meet minimum qualifications for their classifications. (\$18A-4-8)

2.8.5 Decisions affecting promotion and filling of any classroom teacher's position will be on the basis of qualifications. If the most senior applicant is not selected, a written statement of reasons will be given to the applicant with the most seniority. (\$18A-4-8b)

Section 2.8 Personnel Qualifications (Continued)

2.8.6 Decisions affecting promotion and filling of service personnel positions will be based on seniority, qualifications and evaluation of past service. (§18A-4-8b)

Section 2.9 Professional Development and EvaluationA. Qualitative Standards

~~2.9.1 Through collegial planning and participation, an environment is created which enhances professional growth and provides opportunities for exchanging information and materials. (§2320)~~

2.9.1 Professional development activities are designed to meet identified needs of professional and service personnel. (§5310)

2.9.2 The evaluation system for school personnel is designed to provide for professional growth and development of teachers, to enhance classroom performance and to serve as a basis for employment decisions. (§5310)

~~2.9.3 The school district provides high quality job-related training. (§5500)~~

2.9.3 Each Staff members implements an improvement process for their area of responsibility. (§5313)

B. Quantitative Standards

2.9.4 The administrative leader provides opportunities for job-related in-service professional development programs that enhance staff expertise, provide include an evaluation component and offer appropriate follow-up activities. Regional Education Service Agencies may provide the training. (§2320)

2.9.5 The school or school district develops and implements a beginning teacher induction program. (§2510)

2.9.6 Excellence in teaching is acknowledged through a recognition process which enhances professional performance, individual effectiveness, team approaches and teaching for the preparation for life. (§2320)

2.9.7 Professional and service personnel are observed regularly and evaluated annually in accordance with state policy in a timely fashion, and the evaluation is properly filed in the personnel files. (§2320)

Section 2.9 Professional Development and Evaluation (Continued)

- 2.9.8 Teachers are provided a duty-free planning period that is the length of the usual class period and is not less than thirty minutes. (§18A-4-14)
- 2.9.9 Teachers and service personnel are provided a duty-free lunch period. (§18A-4-14)

Section 2.10 Student and School PerformanceA. Qualitative Standards

- 2.10.1 The school mission and goals support student performance. (§2510)
- 2.10.2 School rules and procedures are written and clearly communicated to students, parents and staff. (§2510)
- 2.10.3 A school improvement process is established and implemented. (§2510)
- 2.10.4 Individual differences are respected so that each student feels valued. (§2320)
- 2.10.5 All Staff believe that all students can learn and develop multiple strategies for teaching them. (§5311)
- 2.10.6 All Staff exhibit high expectations for each student. (§5311)

B. Quantitative Standards

- 2.10.7 School personnel assess students' progress toward mastering learning outcomes and develop strategies for alleviating correcting and remediating deficiencies. (§2510; §5311)
- 2.10.8 ~~Student support services~~ School counselors assist students through individual or group counseling, developmental guidance, academic planning and career counseling. (§18-5-18b)
- 2.10.9 Four year education plans are prepared and on file for students grades 9-12 (grade 9 effective 1990-91, grades 9 and 10 effective 1991-92, grades 9-11 effective 1992-93 and grades 9-12 effective 1993-94). (§18-2B-3a)
- 2.10.10 The student activities program offers opportunities for all students to assume responsibilities at school and to participate in community service. (§2320)
- 2.10.11 All students are provided opportunities for success and recognition. (Title IX; PL93-380; PL94-142; §2436.11; §4371)
- 2.10.12 Lesson plans are prepared in advance. (§2320; §2442.2)

Section 2.10 Student and School Performance (Continued)

- 2.10.13 The administrative leader or designee reviews and comments on lesson plans at least once each grading-period semester.
~~to-improve-instruction-and-methodology-~~
(\$2320)
- 2.10.14 The administrative leader or designee visits classrooms and gives feedback at least once each semester to teachers regarding their instructional techniques. (\$2320)
- 2.10.15 Evidence exists that efforts have been made to personally contact every parent(s) about his/her child at least annually. (\$2320)
- 2.10.16 Summaries of student performance are developed, item-analyzed and reviewed over time to check for trends. ~~Data-are disaggregated-based-upon-such-categories-as-gender,-ethnic background-and-socioeconomic-status-~~ The summaries are utilized to plan curricular and instructional modifications. (\$2320)
- 2.10.17 At-risk students are identified and systematic interventions are provided. (\$2320)
- 2.10.18 The school district develops ~~five-year~~ long-range goals, and its programs are designed to implement the goals. (\$2320)

Section 3. Annual Performance Measures

Each school is expected to meet performance measures in the following areas: student performance by grade level in the various subjects tested under the Statewide Testing of Educational Progress program; school attendance rates; student dropout rate; the percent of students promoted to next grade and the number of waivers of the promotion standard granted; the graduation rate; average class size; pupil-teacher ratio; number of exceptions to pupil-teacher ratio requested by the county board and the number of exceptions granted; the number of split-grade classrooms; pupil-administrator ratio; and the operating expenditure per pupil.

- 3.1 Curriculum is evaluated by student performance by grade level in the various subjects tested under the Statewide Testing of Educational Progress program and will be set when the test is developed. Until the WV STEP is developed, a 50th percentile by grade level in the various subjects tested under the Comprehensive Test of Basic Skills will be used except in cases where the test is administered in the first months students attend the school i.e., ninth grade scores would not be used in a 9-12 school.
- 3.2 School attendance rate is at or above ninety percent (90%).
- 3.3 Student dropout rate is at or below seventeen percent (17%).

Section 3. Annual Performance Measures (Continued)

- 3.4 Students are promoted to the next grade at or above ninety-two percent (92%) in grades K-8.
- 3.5 No more than 5% waivers of the promotion standard are granted in grades K-8.
- 3.6 Graduation rate is at or above eighty-three percent (83%). Until updated graduate data are available (1993), consideration will be given to student mobility when reviewing the graduation rate.
- 3.7 An average class size is of 20 in kindergarten and 25 in grades 1 through 6, and 30 in grades 7 through 12, excluding band, choral, music and band and orchestra, and physical education.
- 3.8 Exceptions to the pupil-teacher ratio law shall involve no more than be limited to 5% of the classrooms in schools with more than twenty classrooms or not more than one classroom in schools with less than twenty classrooms. 23 pupils per teacher in kindergarten and 28 pupils per teacher in grades one through six. The schoolwide pupil-teacher average shall not exceed 25 in grades one through six.
- 3.9 The number of split-grade classrooms shall not exceed the number that existed as of January 1, 1983.
- 3.10 No more than six administrators per 1,000 pupils, calculated proportionally based on school population.
- 3.10 There is a full time certified principal for each school whose net enrollment equals or exceeds four hundred students and no principal is assigned more than two schools.
- 3.11 Average operating expenditure per pupil is at or above \$2,500.

Section 4. School District Accreditation Process

- 4.1 The implementation of a school district accreditation process requires new assessment, planning, and developmental efforts by district board of education, plus an increased commitment to evaluation, planning and technical assistance by the West Virginia Board of Education. goal setting by the state and the school district. The school district is responsible for implementing the standards and the West Virginia Board of Education is responsible for monitoring the results.

Section 5. School District Annual Improvement Plan Process

- 5.1 Each school district shall submit an annual improvement plan to the West Virginia Department of Education by November 15 each year. This plan shall be is based on locally identified needs which include individual school performance data and both qualitative and quantitative assessment of school and district compliance with high quality standards.
- 5.2 The school performance level of a school shall be is applied to the school population as a whole.
- 5.3 If performance and high quality standards are not met, the plan must include a section describing how and when compliance will be attained.
- 5.4 The format of the district plan will be is in accord with directions provided by the state superintendent of schools and the mission statement of the state board.
- 5.5 The school district annual improvement plan shall be is reviewed by the West Virginia Department of Education whose staff shall recommends to the state superintendent of schools and the West Virginia Board of Education an accreditation status for the school district.

Section 6. School Accreditation Status

- 6.1 The information submitted for each school will be is reviewed annually by the department of education and every school will be is issued one of the following statuses: (1) full accreditation status or (2) probationary accreditation status.
- 6.2 Full accreditation status shall be is given to a school when the measure of the school's student and school performance is at a level which would be expected when all of the meets high quality educational standards are being met on all the indicators.
- 6.3 Probationary accreditation status shall be is given to a school when the measure of the school's performance is below such a level.
- 6.4 Whenever a school is given probationary accreditation status, the district board shall implements an improvement plan which is designed to increase the performance of the school to a full accreditation status level within one year. The plan shall includes objectives, a timeline and cost estimates for achieving full accreditation status. If an acceptable plan is presented to the West Virginia Department of Education, the district shall have twelve (12) calendar months to implement the improvement plan(s) for compliance.

Section 6. School Accreditation Status (Continued)

- 6.5 If the plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent shall ~~have discretion to~~ can modify the school district plan and accept the plan as modified or return the plan to the school district for modification.
- 6.6 Probationary status schools which improve the level of deficiency 33% or more on the performance based measures within the following year will be recognized and continued on probationary status for another twelve (12) calendar months.

Section 7. Serious Impairment

- 7.1 A school may be considered to be seriously impaired by the state superintendent and the West Virginia Board of Education when one or more of the following conditions exist:
- 7.1.1 Curriculum is evaluated by student performance Student Performance-in-at-any-grade-level-in-any-of-the-various subjects-tested-under-the-Statewide-Testing-of-Educational Progress-program-is-at-or-below-the-30th-40th-percentile- by grade level in the various subjects tested under the Statewide Testing of Educational Progress program and will be set when the test is developed. Until the WV Step is developed, a 40th percentile by grade level in the various subjects tested under the Comprehensive Test of Basic Skills will be used except in cases where the test is administered in the first months students attend the school i.e., ninth grade scores would not be used in a 9-12 school.
- 7.1.2 The student dropout rate is at or above 25%.
- 7.1.3 The student promotion rate is at or below 85% in grades K-8.
- 7.1.4 The student attendance rate is at or below 80% in grades K-8.
- 7.2 The state superintendent and the West Virginia State Board of Education A-school-also may be determined a school to be seriously impaired ~~by the state superintendent and state board~~ when extraordinary circumstances exist.
- 7.3 When a school is seriously impaired, the state superintendent, with the approval of the state board, shall appoints a team of three improvement consultants to make recommendations within sixty days for correction of the impairment.

Section 7. Serious Impairment (Continued)

- 7.4 Upon approval of the recommendations by the state board, the recommendations ~~shall be~~ are made to the district board of education in writing. If progress in correcting the impairment is not made within six months of receipt of the recommendations, the state superintendent ~~shall~~ provides consultation and assistance to the district board to (1) improve personnel management, (2) establish more efficient financial management practices, (3) improve instructional programs and policies or (4) make such other improvements as may be necessary to correct the impairment.
- 7.5 If the impairment is not corrected within one year of receipt of the recommendations, the district ~~shall be~~ is given probationary approval status or nonapproval status.
- 7.6 Whenever a school is given 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.

Section 8. School District Approval

- 8.1 A district board of education ~~may~~ receives an approval status upon recommendation by the department of education to the state superintendent of schools and the state board of education. The state board of education ~~shall~~ issues one of the following accreditation levels to each school district board of education: (1) full approval, (2) probationary approval or (3) nonapproval.
- 8.2 Full approval ~~shall be~~ is given to a district board whose educational system meets or exceeds all of the high quality standards adopted by the state board of education and whose schools were given full accreditation status. Full approval ~~shall be~~ is for a period not to exceed four years.
- 8.3 Probationary approval is given to a district board of education whose educational program has not met the high quality standards or ~~which~~ in the district given probationary status. Probationary approval is a warning that the district board must make specified improvements.
- 8.4 If the high quality standards are not met during the succeeding year, the district board ~~will be~~ is automatically given nonapproval. Nonapproval ~~will be~~ is also given to a district board of education which fails to submit an annual improvement plan or fails to demonstrate a reasonable effort to meet the high quality standards. A reasonable effort is defined as meeting the objectives and timelines specified in the improvement plan.

Section 8. School District Approval (Continued)

- 8.5 Whenever nonapproval status is given to a district, the state board of education ~~shall~~ declares a state of emergency in the district by written notification and ~~may~~ can intervene in the operation of the district to (1) limit the authority of the district superintendent and district board of education 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 state board rule, (2) take such direct action as may be necessary to correct the impairment and (3) declare that the office of the district superintendent is vacant.

Section 9. On-Site Reviews

- 9.1 To assist the state board of education in determinations of the accreditation status of schools and the approval status of school districts, the state board ~~shall-from-time-to-time~~ appoints an educational standards compliance review team to make ~~unnecessary~~ on-site reviews of the educational programs in any school or school district in the state to assess compliance of the school or district with the high quality standards adopted by the state board.
- 9.2 High quality standards including but not limited to curriculum, facilities, administrative procedures, transportation, food services, and an audit of all matters relating to school finance, budgeting and administration will be reviewed.
- 9.3 The team also ~~may~~ verifies measures of performance and other areas as deemed necessary.
- 9.4 The team ~~shall-be~~ is composed of not more than ten persons, not more than half of whom may be members of or currently employed by the state board of education, who possess the necessary knowledge, skills and experience to make an accurate assessment of such educational programs. The team will be chaired by a member of the department accreditation staff.
- 9.5 The educational standards compliance team ~~shall~~ reports the findings of its on-site reviews to the state board of education for inclusion in the determination of a school's or district's accreditation or approval status as applicable. The state board of education ~~shall~~ encourages the sharing of information to improve school effectiveness among the districts and Regional Educational Service Agencies.
- 9.6 If during an on-site review, a school or school district is found to be in noncompliance with one or more standards, a written plan for compliance ~~shall-be~~ is submitted to the State Department of Education within thirty (30) days of receipt of the draft written report. The plan ~~shall~~ includes objectives, a timeline and cost estimates for achieving full accreditation status.

Section 9. On-Site Reviews (Continued)

- 9.7 If an acceptable plan is presented to the West Virginia Department of Education, the district ~~shall have~~ has twelve (12) calendar months to implement the plan(s) for compliance. During that time, a school or school district may request that appropriate department staff return to the district to verify its completion of the plan(s) for compliance. If compliance is verified, a recommendation ~~can be~~ is made to the West Virginia Board of Education, through the state superintendent of schools, to change the recognition status of the school district.
- 9.8 If the plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent ~~shall~~ have has discretion to modify the school district plan and accept the plan as modified or return the plan for modification.
- 9.9 Accreditation status information ~~shall be~~ is made available to the legislature, the governor, the general public and to any individual who requests such information.
- 9.10 From time to time unannounced on-site reviews will be conducted by the department of education staff at a school or school district office for purposes of verifying data reported by the school or school district office, documenting compliance with policies and laws, and/or investigating official complaints that allege the school or school district is in violation of policies and/or laws under which schools and school districts operate.

Section 10. Selection of School Districts and Schools for On-Site Reviews

- 10.1 School districts ~~will be~~ are selected by weighted random sample. Each district ~~will be~~ is weighted so that those ~~with~~ with lower performance measures have a greater likelihood of having an on-site review and those which have not had an on-site review recently have a greater likelihood of being reviewed. Each school district will have an on-site review within a four year period.
- 10.2 ~~Within a school district, schools will be are selected by random sample. Twenty five percent of the schools or at least one school will be selected from each developmental level. Special education vocational education and alternative schools also are reviewed. Schools with lower performance measures will have greater likelihood of being selected~~
- 10.2 At the direction of the state superintendent, an unannounced on-site review ~~may be~~ is conducted at any school or school district.