

WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #2

FILED
1992 MAY 18 AM 9:18
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY WV Code 18-2E-5

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 13 (Policy 2320)

TITLE OF RULE BEING AMENDED: Performance Based Accreditation System:
High Quality Standards, Annual Performance Measures, Annual Improvement Plan,
On-Site Review

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON July 13, 1992 AT 9:00 a.m. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Mrs. Donna Edwards, Director
Office of Accreditation and Recognition
West Virginia Department of Education
Building 6, Room B-346
1900 Kanawha Blvd. E.
Charleston, WV 25305

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

Barbara L. Lister
May 15, 1992

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

4.30

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

Title: Performance Based Accreditation System: High Quality Standards,
Annual Performance Measures, Annual Improvement Plan, On-Site Review

Section 1. General

1.1 Scope - These rules establish the high quality educational standards and annual performance measures that when met by county school districts will 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.

1.2 Authority - 18-2E-5

1.3 Filing Date - 8-20-91

1.4 Effective Date - 9-30-91

1.5 Revision of current rule.

1.6 Listing of Sections

Section 1. General

Section 2. High Quality Standards

Section 3. Annual Performance Measures

Section 4. School District Annual Improvement Plan Process

Section 5. School Accreditation Status

Section 6. Serious Impairment

Section 7. School District Approval

Section 8. On-Site Reviews

Section 9. 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 and other programs, 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

Programs are arranged so that curriculum, instructional practices, and program materials ensure all students equal educational opportunity to acquire the knowledge and skills to succeed in a competitive changing society; students perform at appropriate developmental levels; and students not performing at appropriate developmental levels are provided remediation services. The standards established in the area of curriculum shall assure that all graduates are prepared for the world of work or for continuing post-secondary education and training.

A. Qualitative Standards

- 2.1.1 The mission and goals of the school provide direction for program planning. (§2320)
- 2.1.2 The curriculum reflects the shared commitment of the faculty and the community. (§2320)
- 2.1.3 Instruction is consistent with the school mission. (§5311)
- 2.1.4 Curriculum and instructional practices reflect high expectations for all students. (§2320)
- 2.1.5 School administrators and teachers foster a climate conducive to learning. (§5311)
- 2.1.6 Knowledge, skills, and attitudes required for effective written and oral communication, reading, mathematical computation, problem solving and critical thinking in all content areas are developed in students. (§2100)
- 2.1.7 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)
- 2.1.8 Knowledge, skills and attitudes required for applying science and technology in rational decision making and creative problem solving to function successfully in a highly technological society are developed in students. (§2100)
- 2.1.9 Knowledge, skills and attitudes required for retrieving, receiving and utilizing information for the benefit of the individual and society are developed in students. (§2100)

Section 2.1 Curriculum

- 2.1.10 Knowledge, skills and attitudes required for developing positive self-esteem are developed in students. (§2100)
- 2.1.11 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)
- 2.1.12 Knowledge, skills and attitudes required for understanding of and participating in the creative, visual and performing arts to enrich the quality of life are developed in students. (§2100)
- 2.1.13 Knowledge, skills and attitudes required for understanding one's culture and heritage are developed in students. (§2100)
- 2.1.14 Knowledge, skills and attitudes required for functioning successfully in advanced academic and/or continuing post-secondary education and training or preparation for gainful employment are developed in students. (§2100)
- 2.1.15 Knowledge, skills and attitudes required for developing basic values and ethical principles and applying them to life are developed in students. (§2100)

B. Quantitative Standards

- 2.1.16 A school curriculum team is required and functioning in grades K-4 to establish the programs and methods for implementing a curriculum. (§18-5A-6)
- 2.1.17 Program guides, curricular materials, resources and learning activities reflect instructional goals and are consistent with student developmental levels and achievement. (§2510)
- 2.1.18 Instruction is consistent with programmatic definitions and Criteria of Excellence: Instructional Goals and Objectives for General, Vocational and Special Education Programs. (§2510; §2520; §2530; §2540; §2550)
- 2.1.19 Instructional priority is given to teaching and student engaged time on task. (§5311)
- 2.1.20 Students have regular access to library/educational technology centers or classroom libraries. (§2320)
- 2.1.21 Sufficient numbers of approved up-to-date textbooks, program materials and other resources are available to deliver curricular content. (§2445.40; §2445.51)
- 2.1.22 Compensatory and/or remedial services are available to students. (§18-2E-3; §2522)
- 2.1.23 Required in grades K-4 are: art, health, language arts, mathematics, music, physical education, reading, science, bus/school safety and social studies. (§2413; §2422.91; §2510; §4335; §4336)

Section 2.1 Curriculum

- 2.1.24 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. (§2510; §2520)
- 2.1.25 Choral music and instrumental music are available as electives in grades 6-8. (§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), social studies (3 units) and applied arts, or fine or performing arts or foreign language (1 unit). (§2444.01; §2510; §2520)
- 2.1.27 Honors and advanced education programs are provided in grades 9-12. (§18-2E-3a; §2560)
- 2.1.28 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. (§2444.01; §2510)
- 2.1.29 The following electives are available in vocational education in grades 9-12: Consumer and Homemaking (STEPS), Adult Roles and Functions, Parenting Education and offerings from four service areas. (§2510; §2530.02)
- 2.1.30 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)

Section 2.2 Finance

Resource allocations are made that assure all students are provided equal educational opportunities through qualified personnel; safe, efficient and adequate facilities and transportation services; and adequate instructional materials, supplies and equipment.

A. Qualitative Standards

- 2.2.1 The school district's fiscal decisions are consistent with its mission and goals. (§2320)

Section 2.2 Finance

B. Quantitative Standards

- 2.2.2 The school district's accounting practices are consistent with state policies and procedures. (§18-9B-10,11; §18-4-10; §8100)
- 2.2.3 Individual school accounting practices are consistent with state policies and procedures. (§1224.1; §2320; §8100)
- 2.2.4 The faculty senate monitors the funds allocated to individual classroom teachers and librarians from legislative appropriations. The remainder of the funds are expended in accordance with a budget approved and monitored by the faculty senate. (§18-5A-5)

Section 2.3 Transportation

Adequate transportation services are provided in a safe and efficient manner to assure that all students are provided the opportunity for an equal education.

A. Qualitative Standards

- 2.3.1 The school district provides safe transportation and special transportation services for eligible students. (§2419; §4334; §4335)

B. Quantitative Standards

- 2.3.2 Transportation is provided so that students receive the full instructional time allocations. (§2419; §2510)

Section 2.4 Special Education and Other Programs

Special education and other programs are provided that meet the educational needs of students through comparable programs of study, support programs, personnel, facilities, instructional materials and equipment.

A. Qualitative Standards

- 2.4.1 Special education and other programs have adequate space and are appropriately located to meet the needs of the students. (§2320)

B. Quantitative Standards

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

Section 2.5 Facilities

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

Section 2.5 Facilities

A. Qualitative Standards

2.5.1 Facilities provide an environment conducive to learning. (\$5311; §6200)

B. Quantitative Standards

2.5.2 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; §29-12-5a; §18-3-9a)

2.5.3 Buildings, grounds, furnishings and equipment are free from observable safety hazards. (§18-5-9; §6200)

2.5.4 Buildings, grounds, furnishings, programs and equipment are accessible to handicapped students. (§18-10F-3; Section 504, Rehabilitation Act)

Section 2.6 Administrative Practices and School-Community Relations

School administrators, communities and local businesses develop collaborative partnerships that support teaching and learning to ensure that schools are centers for lifelong learning.

A. Qualitative Standards

2.6.1 The administrative leader ensures that formal and informal mechanisms exist for communication within the school district, the school and the community. (§2320; §5312)

2.6.2 The school district board of education considers recommendations from the local school improvement councils in decision making. (§18-5A-2)

2.6.3 Community resources are utilized to enrich the school program. (§2320)

2.6.4 Staff members provide parents with information and techniques, when appropriate, for helping students learn. (§5312)

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

2.6.6 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)

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

2.6.8 Decisions by teachers, principals and administrators are based upon current student data. (§2320)

Section 2.6 Administrative Practices and School-Community Relations

2.6.9 School district and school programs involve members of the community and/or businesses as active partners in the education process. (§2320)

B. Quantitative Standards

2.6.10 The school provides meals which meet or exceed the minimum standards established by federal regulations and state board policies. (P.L. 95-166; 7CFR 210, 220; §18-5-37; §4320)

2.6.11 A local school improvement council is established and functioning at the school. (§18-5A-2)

2.6.12 A faculty senate which is comprised of all permanent, full-time professional educators employed at the school is established at the school. (§18-5A-5)

2.6.13 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; §2320; §2422.5)

2.6.14 The school district and school implements the code of conduct for students and the code of conduct for employees. (~~effective upon adoption by WV Board of Education~~) (§18-2E-5; §4373)

2.6.15 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)

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

2.6.17 Test security measures are in place for mandated statewide testing. (§2340)

2.6.18 All enrolled students are included in the State-County Testing Program and the West Virginia Statewide Testing of Educational Progress, except special education students whose individualized education plan specifies that the student shall be excluded from the statewide testing program. (§2340; §2419; §18-2E-2)

2.6.19 The percent of students failing to meet state score standards on the WV-STEP in each grade tested is communicated to parents. (§18-2E-2; §18-2E-3)

2.6.20 The school district develops long-range goals, and its programs are designed to implement the goals. (§2320)

2.6.21 A certificate of proficiency is issued to each graduating senior. (§2444.2)

Section 2.6 Administrative Practices and School-Community Relations

- 2.6.22 A skills improvement class is available for all grade 9 and 11 students scoring below the county determined level of proficiency on the state's standardized test. (§2444.2) ~~(effective-school-year-1992-93)~~
- 2.6.23 All graduating seniors who have attained the required level of proficiency must have a warranty symbol attached to the certificate of proficiency. (§2444.2) (effective school year 1994-95)

Section 2.7 Training School District Board Members and Administrators

Training programs for school district board members and administrators support the educational process to assure that they are provided activities related to managerial and instructional leadership.

A. Qualitative Standards

- 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)

B. Quantitative Standards

- 2.7.2 Members of a school district board of education whose terms of office commence after May 8, 1990, except for persons elected or appointed to fill terms that expire on midnight June 30, 1990, receive a minimum of seven hours of training annually in appropriate areas of board membership to include effective board service, effective personnel relations/development, policy development, school finance, curriculum and instruction programs, school law and effective community relations. (§18-2E-4; §18-2E-5; §18-5-1a)
- 2.7.3 Members of a school district board of education elected after July 1, 1990, shall attend and complete a course of orientation relating to board membership and governance. (§18-5-1a)
- 2.7.4 Training 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)
- 2.7.5 School district administrators participate in at least seven hours of professional development annually to include activities related to both managerial and instructional leadership skills. (§2320)

Section 2.8 Personnel Qualifications

Qualified personnel are employed to provide equal educational opportunities for all students; assure student academic performance; and contribute to school success.

Section 2.8 Personnel Qualifications

A. Qualitative Standards

- 2.8.1 Staff maintain and upgrade their skills. (§5311)
- 2.8.2 Staff maintain professional work habits. (§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)

Section 2.9 Professional Development and Evaluation

- School personnel improve their knowledge and skills to help ensure that each student succeeds.

A. Qualitative Standards

- 2.9.1 Professional development activities are designed to meet identified needs of professional and service personnel. (§5500)
- 2.9.2 The evaluation system for school personnel is designed to provide for personnel competency, professional growth and development of teachers; to enhance classroom performance and to serve as a basis for employment decisions. (§5310)
- 2.9.3 Excellence in teaching is acknowledged through a recognition process which enhances professional performance. (§2320)

B. Quantitative Standards

- 2.9.4 The administrative leader provides opportunities for job-related professional development programs that enhance staff expertise, 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 educator induction program. (§5900)
- 2.9.6 Professional and service personnel are observed regularly and evaluated in accordance with state and county policies and the evaluation is properly filed in the personnel files. (§5310-15)

Section 2.10 Student and School Performance

The school's program assures that students are taught at developmentally appropriate levels; provided the opportunity to advance to their potential; and will graduate with the knowledge and skills needed to succeed in a competitive, changing society.

Section 2.10 Student and School Performance

A. Qualitative Standards

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

B. Quantitative Standards

- 2.10.6 School personnel assess students' progress toward mastering subject content and develop strategies for correcting and remediating deficiencies. (§2510; §5311)
- 2.10.7 School counselors assist students through individual or group counseling, developmental guidance, academic planning and career counseling. (§18-5-18b)
- 2.10.8 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).~~ (§18-2E-3b ;§2443)
- 2.10.9 All students have equal educational opportunities. (§2320)
- 2.10.10 Lesson plans are prepared in advance and the administrative leader or designee reviews and comments on them at least once each semester. (§2320; §2510)
- 2.10.11 The administrative leader or designee visits classrooms and gives feedback at least once each semester to teachers regarding their instructional techniques. (§2320)
- 2.10.12 Summaries of student performance are developed, item-analyzed and reviewed over time to check for trends. The summaries are utilized to plan curricular and instructional modifications. (§2320)
- 2.10.13 Students at risk are identified and receive sustained intervention services. (§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 rate; 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. Student performance, school attendance, student dropout rate and graduation rate are weighted more heavily than the other performance measures.

- 3.1 The student performance is evaluated in the various curricular areas by grade level tested under the statewide testing program. State-County Testing Program results will be reviewed for the current year and the previous two (2) years past--three--(3)--years. Scores by grade level in Total Basic Skills will be at or above the 50th percentile, based upon the CTBS/U to CTBS/4 equating tables, in either two (2) of the three (3) years or the current year, 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. (§18-2E-5)
- 3.2 School attendance rate is at or above ninety percent (90%) in either two (2) of the three (3) years or the current year. (§18-2E-5; §18-8-1)
- 3.3 Student dropout rate is at or below seventeen percent (17%) in either two (2) of the three (3) years or the current year. (§18-2E-5)
- 3.4 Graduation rate is at or above eighty-three percent (83%) in either two (2) of the three (3) years or the current year. (effective January 1, 1994) (§18-2E-5)
- 3.5 Students are promoted to the next grade at or above ninety-two percent (92%) in grades K-8. (effective January 1, 1994) (§18-2E-5)
- 3.6 No more than five percent (5%) waivers of the promotion standard are granted in grades K-8. (effective January 1, 1994) (§18-2E-5)
- 3.7 An average class size is 20 or less in kindergarten and 25 or less in grades 1 through 6, excluding special education classes, chorus, band and orchestra. (§18-5-18a)
- 3.8 The pupil teacher ratio shall be no more than 23 pupils per teacher in kindergarten and 28 pupils per teacher in grades one through six. 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 kindergarten through six. (§18-5-18a)

Section 3. Annual Performance Measures

- 3.9 The number of split-grade classrooms shall not exceed the number that existed as of January 1, 1983. (§18-5-18a)
- 3.10 All schools must be served by a certified principal. There is a full time certified principal at each school with a net enrollment that equals or exceeds four hundred students and no principal is assigned more than two schools. (§18A-2-9)
- 3.11 Average operating expenditures per pupil are at or above \$2,800. (§18-2E-5)
- 3.12 The percentage of graduating students entering post-secondary education or training shows an increasing trend ~~trend~~ ~~toward~~ increasing trend unless the percentage is already at or above fifty percent (50%).
(~~effective-July-1, 1992~~) (§18-2E-5)
- 3.13 The level of parent involvement shows an increasing trend ~~increases over the previous year~~.
(~~effective-July-1, 1992~~) (§18-2E-5)
- 3.14 The average combined percentage of parent, teacher, and student satisfaction with the school is at or above sixty percent (60%). (~~effective-July-1, 1992~~) (§18-2E-5)

Section 4. School District Annual Improvement Plan Process

- 4.1 Each school district submits an annual improvement plan to the West Virginia Department of Education by June 30 each year. This plan 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.
- 4.2 The school performance level is applied to the school population as a whole.
- 4.3 The annual improvement plan is a self-assessment of a school district and individual school's compliance with the high quality educational standards and performance measures established by the West Virginia Board of Education. It serves to indicate the district's and individual school's intent to comply with the high quality standards and annual performance measures.
- 4.3 4 If performance and high quality standards are not met, the plan must include a section describing how and when compliance will be attained.
- 4.4 5 The format of the district plan is in accord with directions provided by the state superintendent of schools and the mission statement of the state board.

Section 4. School District Annual Improvement Plan Process

- 4.5-6 The school district annual improvement plan is reviewed by the West Virginia Department of Education whose staff recommends to the state superintendent of schools and the West Virginia Board of Education an approval status for the school district and an accreditation status for each school within the district. The status is determined by the annual performance measures and the results of an on-site review, if applicable.

Section 5. School Accreditation Status

- 5.1 The information submitted for each school shall be reviewed annually by the department of education staff and every school shall be issued one of the following: (1) full accreditation status, (2) probationary accreditation status or (3) serious impairment.
- 5.2 Full accreditation status shall be issued to a school when the measure of the school's student and school performance is at a level which meets the high quality educational standards in §18-2E-5(b) and the annual performance measures in §18-2E-5(c). The school and school district must also meet the high quality standards in finance, transportation, special education and other programs, and facilities. If the high quality standards are not met in these areas, the school district must submit an improvement plan to correct the deficiencies. Failure to meet the time lines in the improvement plan shall result in probationary status for the school and school district.
- 5.3 Probationary accreditation status shall be issued to a school when the measure of the school's performance is below established standards and performance measures.
- 5.4 Whenever a school is issued probationary accreditation status, the district board shall implement 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 include objectives, a time line 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 for compliance.

Section 5. School Accreditation Status

- 5.5 If the improvement plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent may return the school district plan for modification or has discretion to modify the plan in consultation with the school district and accept the plan as modified. In either case the final plan must be acceptable to the state superintendent.

Section 5. School Accreditation Status

- 5.6 Serious impairment status shall be issued to a school when the measure of the school's performance is below the established performance measures or the state superintendent and the West Virginia Board of Education may determine a school to be seriously impaired when extraordinary circumstances exist.

Section 6. Serious Impairment

A school shall 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:

- 6.1 The student performance is evaluated in the various curricular areas by grade level tested under the statewide testing program. State-County Testing Program results will be reviewed for the current year and the previous two (2) years past-three--(3)--years. Scores by grade level in Total Basic Skills, based upon the CTBS/U to CTBS/4 equating tables, that are at or below the 30th percentile in the current year and one of the two preceding years, 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. (§18-2E-5)
- 6.2 The student attendance rate is at or below eighty percent (80%) in either two (2) of the three (3) years or the current year. (18-2E-5; §18-8-1)
- 6.3 The student dropout rate is at or above twenty-five percent (25%) in either two (2) of the three (3) years or the current year. (§18-2E-5)
- 6.4 The graduation rate is at or below seventy-five (75%) in either two (2) of the three (3) years or the current year. (effective January 1, 1994) (§18-2E-5)
- 6.5 The state superintendent and the West Virginia Board of Education may determine a school to be seriously impaired when extraordinary circumstances exist. Extraordinary circumstances are conditions that constitute major impediments to the provision of educational programs and services for students. Extraordinary circumstances may include the following: failure of a school issued probationary status to improve its status; physical or other abuse of students; high student retention rate; inappropriate suspensions and/or expulsions; misappropriation of funds; misuse of public funds; falsification of reports and/or failure to submit required reports; violation of State Code and state board policies which 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.
- 6.5.1 When a school is seriously impaired, the state superintendent, with the approval of the state board, shall appoint a team of three improvement consultants to make recommendations within sixty days for correction of the impairment.

Section 6. Serious Impairment

- 6.5.2 Upon approval of the recommendations by the state board, the recommendations shall be 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 provide 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.
- 6.5.3 If the school's impairment is not corrected within one year of receipt of the recommendations, the district shall be issued nonapproval status.
- 6.5.4 Whenever a school is issued probationary status or is determined to be seriously impaired and fails to improve its status within one year, any student attending such school may transfer once to the nearest fully accredited school, subject to approval of the fully accredited school and at the expense of the school from which the student transferred.

Section 7. School District Approval

- 7.1 A district board of education receives an approval status upon recommendation by the department of education staff to the state superintendent of schools and the state board of education. The state board of education shall issue one of the following accreditation levels to each school district board of education: (1) full approval, (2) conditional approval, (3) probationary approval or (4) nonapproval.
- 7.2 Full approval shall be issued to a district board whose educational system meets or exceeds all of the high quality educational standards adopted by the state board of education and whose schools were issued full accreditation status. Full approval is for a period not to exceed four years.
- 7.3 Conditional approval shall be issued to a district board of education whose educational system meets at least ninety-five percent (95%) of the high quality standards and in which at least ninety percent (90%) of the schools have been issued full accreditation status provided no school is seriously impaired. Counties that have fewer than ten (10) schools may be granted conditional approval status without regard to the ninety percent rule, based on the total quality of the county educational program. To be eligible for conditional approval status, counties with fewer than ten (10) schools shall have no more than one (1) school on probationary accreditation status and no school shall be seriously impaired. Conditional approval is for a period not to exceed one year.

Section 7. School District Approval

- 7.4 Probationary approval shall be issued to a district board of education whose educational system has met fewer than ninety-five percent (95%) of the high quality standards or which has eleven percent (11%) or more schools issued probationary or serious impairment status.
- 7.5 If the high quality standards and annual performance measures are not met during the succeeding year, the district board shall be automatically issued nonapproval. Nonapproval is also issued 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 time lines specified in the improvement plan.
- 7.6 The state superintendent and the West Virginia Board of Education may determine a school district to be on nonapproval status when extraordinary circumstances exist. Extraordinary circumstances are conditions that constitute major impediments to the provision of educational programs and services for students. Extraordinary circumstances may include: misappropriation of funds; misuse of funds; a casual deficit for two (2) or more years; a budget deficit above three (3) percent for any one year; falsification of reports and/or failure to submit required reports; violation of State Code and state board policies which 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.
- 7.7 Whenever nonapproval status is issued to a district, the state board of education shall declare a state of emergency in the district by written notification and may intervene in the operation of the district.
- 7.8 Nonapproval and intervention are not required if probationary or seriously impaired status schools improve the level of performance thirty-three percent (33%) or more of the difference between current performance and performance for full approval during the succeeding year. Deferral of intervention in districts with probationary or seriously impaired status schools may be continued for a maximum of three (3) years.
- 7.9 The state board may 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 8. On-Site Reviews

- 8.1 To assist the state board of education in determination of the accreditation status of schools and the approval status of school districts, the state board shall appoint an educational standards compliance review team to make 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 educational standards adopted by the state board.
- 8.2 High quality educational standards including curriculum, facilities, administrative procedures, transportation, food services, and an audit of all matters relating to school finance, budgeting and administration will be reviewed.
- 8.3 The teams also verify measures of performance and other areas as deemed necessary.
- 8.4 The teams shall be 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 shall be chaired by a member of the department of education staff.
- 8.5 The educational standards compliance teams shall report 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 encourages the sharing of information to improve school effectiveness among the districts and Regional Educational Service Agencies.
- 8.6 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 submitted to the West Virginia Department of Education within thirty (30) days of receipt of the draft written report. The plan shall include objectives, a time line and cost estimates for achieving full accreditation status.
- 8.7 If an acceptable plan is presented to the West Virginia Department of Education, the district has twelve (12) calendar months to implement the plan 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 for compliance. If compliance is verified, a recommendation shall be made to the West Virginia Board of Education, through the state superintendent of schools, to change the recognition status of the school district.
- 8.8 If the plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent may return the school district plan for modification or has discretion to modify the plan in consultation with the school district and accept the plan as modified. In either case the final plan must be acceptable to the state superintendent.

Section 8. On-Site Reviews

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

8.10 From time to time unannounced on-site reviews shall 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 9. Selection of School Districts and Schools for On-Site Reviews

9.1 School districts shall be selected by weighted random sample. Each district is weighted so that those 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.

9.2 At the direction of the state superintendent, an unannounced on-site review may be conducted at any school or school district.

The West Virginia Department of Education does not discriminate on the basis of sex, race, color, religion, handicapping condition, age and national origin in employment and in the administration of any of its education programs and activities. Inquiries may be directed to the Elimination of Sex Discrimination Program Coordinator, 348-7864; to the Section 504 Coordinator, 348-2696, WV Department of Education, Charleston, West Virginia, 25305; or to the U S Department of Education's Director of the Office for Civil Rights, 215-596-6795.

7024f 396f 4-10-92

FISCAL NOTE WORKSHEET

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT §18-2E-5 School Accreditation FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST 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 AND ITEM 3 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			\$ 225,000	\$ 236,250	\$ 250,000
PERSONAL SERVICES			-0-	-0-	-0-
CURRENT EXPENSES			\$ 225,000	\$ 236,250	\$ 250,000
REPAIRS AND ALTERATIONS			-0-	-0-	-0-
EQUIPMENT			-0-	-0-	-0-
OTHER			-0-	-0-	-0-
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

- Current
- The approved funds provide for the operation of the Performance Based Accreditation System required by the Education Reform Legislation and revised by H.B. 2467. The funds are used for:
- on-site review team members expenses
 - follow-up reviews and mini reviews
 - improvement consultants appointed to seriously impaired schools
 - team member training
 - inservices and assistance to school districts and schools
 - annual improvement plans
 - meetings/conferences
 - staff travel
 - professional development

Next

\$236,250 = 5% inflation adjustment
NO ADDITIONAL FUNDING REQUESTED. Continued funding part of current department request.

Thereafter

\$250,000 = 5% inflation adjustment

**IMPACTS
EDUCATIONAL:**

The educational impact will be related to the involvement of the school governing bodies in assessing the needs of the school based on the annual improvement plan and incorporating strategies to improve identified areas.

**IMPACTS
FISCAL:**

NONE

STATE STAFF:

One director; one coordinator, one half-time coordinator of data management, one Secretary III, and one half-time Secretary II. All are responsible for the school/school district accreditation process.

DATE

4-17-92

AGENCY

West Virginia Department of Education

AUTHORIZED REPRESENTATIVE

Donna Edwards, Director

5537f

WEST VIRGINIA DEPARTMENT OF EDUCATION
IMPACT STATEMENTS FOR
PERFORMANCE BASED ACCREDITATION SYSTEM

INSTRUCTION:

Areas identified in the school's self assessment (annual improvement plan) related to instruction may result in modification of practices to address curriculum and/or instructional needs identified in the school's plan.

LEADERSHIP:

Those in leadership roles, i.e., faculty senates, school improvement councils, school principals, and central office staff will identify areas of needed improvement and direct attention to those areas.

STAFF DEVELOPMENT:

Staff development will be directed to areas identified in the annual improvement plan.

ADMINISTRATION:

Administrators will review the high quality standards and assess areas in which the school needs to improve

7164f 397f

COMMENT LOG
PERFORMANCE BASED ACCREDITATION

Directions: Please use this form in commenting on the proposed revisions for Policy 2320: Performance Based Accreditation System.

Individual/Organization _____

Address _____

SECTION	COMMENT
General Comments:	
Section 2: High Quality Standards	
Section 3: Annual Performance Measures	
Section 4: School District Accreditation Process	
Section 6: School Accreditation Status	

Please submit comments by July 13, 1992 to:

Donna Edwards, Director, Office of Accreditation and Recognition; West Virginia Department of Education; Building 6, Rm. E346; 1900 Kanawha Boulevard, E.; Charleston, WV 25305-0001

FILED

1991 MAY 28 AM 9:47

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

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

Title: Performance Based Accreditation System: High Quality Standards,
Annual Performance Measures, Annual Improvement Plan, On-Site Review

Section 1. General

1.1 Scope - These rules establish the high quality educational standards and annual performance measures that when met by county school districts will 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.

1.2 Authority - 18-2E-5

1.3 Filing Date -

1.4 Effective Date -

1.5 Revision of current rule.

1.6 Listing of Sections

Section 1. General

Section 2. High Quality Standards

Section 3. Annual Performance Measures

Section 4. School District Annual Improvement Plan Process

Section 5. School Accreditation Status

Section 6. Serious Impairment

Section 7. School District Approval

Section 8. On-Site Reviews

Section 9. 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 and other programs, 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

Programs are arranged so that curriculum, instructional practices, and program materials ensure all students equal educational opportunity to acquire the knowledge and skills to succeed in a competitive changing society; students perform at appropriate developmental levels; and students not performing at appropriate developmental levels are provided remediation services. The standards established in the area of curriculum shall assure that all graduates are prepared for the world of work or for continuing post-secondary education and training.

A. Qualitative Standards

- 2.1.1 The mission and goals of the school provide direction for program 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. (§5311)
- 2.1.4 Curriculum and instructional practices reflect high expectations for all students. (§2320)
- 2.1.5 School administrators and teachers foster a climate conducive to learning. (§5311)
- 2.1.6 Knowledge, skills, and attitudes required for effective written and oral communication, reading, mathematical computation, problem solving and critical thinking in all content areas are developed in students. (§2100)
- 2.1.7 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)
- 2.1.8 Knowledge, skills and attitudes required for applying science and technology in rational decision making and creative problem solving to function successfully in a highly technological society are developed in students. (§2100)

Section 2.1 Curriculum

- 2.1.9 Knowledge, skills and attitudes required for retrieving, receiving and utilizing information for the benefit of the individual and society are developed in students. (§2100)
- 2.1.10 Knowledge, skills and attitudes required for developing positive self-esteem are developed in students. (§2100)
- 2.1.11 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)
- 2.1.12 Knowledge, skills and attitudes required for understanding of and participating in the creative, visual and performing arts to enrich the quality of life are developed in students. (§2100)
- 2.1.13 Knowledge, skills and attitudes required for understanding one's culture and-heritage are developed in students. (§2100)
- 2.1.14 Knowledge, skills and attitudes required for functioning successfully in advanced academic and/or continuing post-secondary education and training or preparation for gainful employment are developed in students. (§2100)
- 2.1.15 Knowledge, skills and attitudes required for developing basic values and ethical principles and applying them to life are developed in students. (§2100)

B. Quantitative Standards

- 2.1.16 A school curriculum team is required and functioning in grades K-4 to establish the programs and methods for implementing a curriculum. (§18-5A-6)
- 2.1.17 Program guides, curricular materials, resources and learning activities reflect instructional goals and are consistent with student developmental levels and achievement. (§2510)
- 2.1.18 Instruction is consistent with programmatic definitions and Criteria of Excellence: Instructional Goals and Objectives for General, Vocational and Special Education Programs. (§2510; §2520; §2530; §2540; §2550)
- 2.1.19 Instructional priority is given to teaching and student engaged time on task. (§5311)
- 2.1.20 Students have regular access to library/educational technology centers or classroom libraries. (§2320)
- 2.1.21 Sufficient numbers of approved up-to-date textbooks, program materials and other resources are available to deliver curricular content. (§2445.40; §2445.51)

Section 2.1 Curriculum

- 2.1.22 Compensatory and/or remedial services are available to students. (§18-2E-3; §2522)
- 2.1.23 Required in grades K-4 are: art, health, language arts, mathematics, music, physical education, reading, science, bus/school safety and social studies. (§2413; §2422.91; §2510; §4335; §4336)
- 2.1.24 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. (§2442-91; ~~§2413~~; §2510; §2520)
- 2.1.25 Choral music and instrumental music are available as electives in grades 6-8. (§18-2-9; §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), social studies (3 units) and applied arts, or fine or performing arts or foreign language (1 unit). (§2422-91; §2444.01; §2510; §2520)
- 2.1.27 Honors and advanced education programs are provided in grades 9-12. (§18-2E-3a; §2560)
- 2.1.28 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. (§2444.01; §2510; §2320)
- 2.1.29 The following electives are available in vocational education in grades 9-12: Consumer and Homemaking (STEPS), Adult Roles and Functions, Parenting Education and offerings from four service areas. (§2510; §2530.02)
- 2.1.30 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)

Section 2.2 Finance

Resource allocations are made that assure all students are provided equal educational opportunities through qualified personnel; safe, efficient and adequate facilities and transportation services; and adequate instructional materials, supplies and equipment.

A. Qualitative Standards

- 2.2.1 - The school district's fiscal decisions are consistent with its mission and goals. (§2320)

B. Quantitative Standards

- 2.2.2 The school district's accounting practices are consistent with state policies and procedures. (§18-9B-10,11; §18-4-10; §8100)
- 2.2.3 Individual school accounting practices are consistent with state policies and procedures. (§1224.1; §2320; §8100)
- 2.2.4 The faculty senate monitors the funds allocated to individual classroom teachers and librarians from legislative appropriations. The remainder of the funds are expended in accordance with a budget approved and monitored by the faculty senate. (§18-5A-5)

Section 2.3 Transportation

Adequate transportation services are provided in a safe and efficient manner to assure that all students are provided the opportunity for an equal education.

A. Qualitative Standards

- 2.3.1 The school district provides safe transportation and special transportation services for eligible students. (§2419; §4334; §4335)

B. Quantitative Standards

- 2.3.2 Transportation is provided so that students receive the full instructional time allocations. (§2419; §2510)

Section 2.4 Special Education and Other Programs

Special education and other programs are provided that meet the educational needs of students through comparable programs of study, support programs, personnel, facilities, instructional materials and equipment.

A. Qualitative Standards

- 2.4.1 Special education and other programs have adequate space to meet the needs of the students being served. (§2320)

Section 2.4 Special Education and Other Programs

B. Quantitative Standards

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

Section 2.5 Facilities

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

A. Qualitative Standards

- 2.5.1 Facilities provide an environment conducive to learning. (§5311, §6200)

B. Quantitative Standards

- 2.5.2 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; §29-12-5a; §18-3-9a)
- 2.5.3 Buildings, grounds, furnishings and equipment are free from observable safety hazards. (§18-5-9; §6200)
- 2.5.4 Buildings, grounds, furnishings, programs and equipment are accessible to handicapped students. (§18-10F-3; Section 504, Rehabilitation Act)

Section 2.6 Administrative Practices and School-Community Relations

School administrators, communities and local businesses develop collaborative partnerships that support teaching and learning to ensure that schools are centers for lifelong learning.

A. Qualitative Standards

- 2.6.1 The administrative leader ensures that formal and informal mechanisms exist for communication within the school district, the school and the community. (§2320; §5312)
- 2.6.2 The school district board of education considers recommendations from the local school improvement councils in decision making. (§18-5A-2)
- 2.6.3 Community resources are utilized to enrich the school program. (§2320)
- 2.6.4 Staff members provide parents with information and techniques, when appropriate, for helping students learn. (§5312)
- 2.6.5 Health services are provided to all students to maximize learning potential. (§16-3-4, 4a; §18-5-17; §18-5-22)

Section 2.6 Administrative Practices and School-Community Relations

- 2.6.6 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)
- 2.6.7 Media representatives are notified of school district and school activities. (§2320)
- 2.6.8 Decisions by teachers, principals and administrators are based upon current student data. (§2320)
- 2.6.9 School district and school programs involve members of the community and/or businesses as active partners in the education process. (§2320)

B. Quantitative Standards

- 2.6.10 The school provides meals which meet or exceed the minimum standards established by federal regulations and state board policies. (P.L. 95-166; 7CFR 210, 220; §18-5-37; §4320)
- 2.6.11 A local school improvement council is established and functioning at the school. (§18-5A-2)
- 2.6.12 A faculty senate which is comprised of all permanent, full-time professional educators employed at the school is established at the school. (§18-5A-5)
- 2.6.13 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; §2320; §2422.5)
- 2.6.14 The school district and school implements the code of conduct for students and the code of conduct for employees. (effective upon adoption by WV Board of Education) (§18-2E-5; §4373)
- 2.6.15 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)
- 2.6.16 Teachers and service personnel are provided a duty-free lunch period. (§18A-4-14)
- 2.6.17 Test security measures are in place for mandated statewide testing. (§2340)
- 2.6.18 All enrolled students are included in the State-County Testing Program and the West Virginia Statewide Testing of Educational Progress, except special education students whose individualized education plan specifies that the student shall be excluded from the statewide testing program. (§2340; §2419; §18-2E-2)

Section 2.6 Administrative Practices and School-Community Relations

- 2.6.19 The percent of students failing to meet state score standards on the WV-STEP in each grade is communicated to parents. (\$18-2E-2; \$18-2E-3)
- 2.6.20 The school district develops long-range goals, and its programs are designed to implement the goals. (\$2320)
- 2.6.21 A certificate of proficiency is issued to each graduating senior. (\$2444.2)
- 2.6.22 A skills improvement class is available for all grade 9 and 11 students scoring below the county determined level of proficiency on the state's standardized test. (\$2444.2) (effective school year 1992-93)
- 2.6.23 All graduating seniors who have attained the required level of proficiency must have a warranty symbol attached to the certificate of proficiency. (\$2444.2) (effective school year 1994-95)

Section 2.7 Training School District Board Members and Administrators

Training programs for school district board members and administrators support the educational process to assure that they are provided activities related to managerial and instructional leadership.

A. Qualitative Standards

- 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)

Quantitative Standards

- 2.7.2 Members of a school district board of education whose terms of office commence after May 8, 1990, except for persons elected or appointed to fill terms that expire on midnight June 30, 1990, receive a minimum of seven hours of training annually in appropriate areas of boardmanship board membership include effective board service, effective personnel relations/development, policy development, school finance, curriculum and instruction programs, school law and effective community relations. (\$18-2E-4; \$18-2E-5; \$18-5-1a)
- 2.7.3 Members of a school district board of education elected after July 1, 1990, shall attend and complete a course of orientation relating to board membership and governance. (\$18-5-1a)
- 2.7.4 Training 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)

Section 2.7 Training School District Board Members and Administrators

- 2.7.5 School district administrators participate in at least seven hours of professional development annually to include activities related to both managerial and instructional leadership skills. (§2320)

Section 2.8 Personnel Qualifications

Qualified personnel are employed to provide equal educational opportunities for all students; assure student academic performance; and contribute to school success.

A. Qualitative Standards

- 2.8.1 Staff maintain and upgrade their skills. (§5311)
2.8.2 Staff maintain professional work habits. (§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)

Section 2.9 Professional Development and Evaluation

School personnel improve their knowledge and skills to help ensure that each student succeeds.

A. Qualitative Standards

- 2.9.1 Professional development activities are designed to meet identified needs of professional and service personnel. (§5500)
2.9.2 The evaluation system for school personnel is designed to provide for personnel competency, professional growth and development of teachers; to enhance classroom performance and to serve as a basis for employment decisions. (§5310)
2.9.3 Excellence in teaching is acknowledged through a recognition process which enhances professional performance. (§2320)

B. Quantitative Standards

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

Section 2.9 Professional Development and Evaluation

- 2.9.5 The school or school district develops and implements a beginning educator induction program. (§5900)
- 2.9.6 Professional and service personnel are observed regularly and evaluated in a timely fashion, and the evaluation is properly filed in the personnel files. (§5310-15)

Section 2.10 Student and School Performance

The school's program assures that students are taught at developmentally appropriate levels; provided the opportunity to advance to their potential; and will graduate with the knowledge and skills needed to succeed in a competitive, changing society.

A. Qualitative Standards

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

B. Quantitative Standards

- 2.10.6 School personnel assess students' progress toward mastering subject content and develop strategies for correcting and remediating deficiencies. (§2510; §5311)
- 2.10.7 School counselors assist students through individual or group counseling, developmental guidance, academic planning and career counseling. (§18-5-18b)
- 2.10.8 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). (§18-2E-3a ;§2443)
- 2.10.9 All students have equal educational opportunities. (§2320)
- 2.10.10 Lesson plans are prepared in advance and the administrative leader or designee reviews and comments on them at least once each semester. (§2320; §2510)

Section 2.10 Student and School Performance

- 2.10.11 The administrative leader or designee visits classrooms and gives feedback at least once each semester to teachers regarding their instructional techniques. (§2320)
- 2.10.12 Summaries of student performance are developed, item-analyzed and reviewed over time to check for trends. The summaries are utilized to plan curricular and instructional modifications. (§2320)
- 2.10.13 ~~Children~~ Students at risk of ~~academic failure~~ are identified early and receive sustained intervention services. (§2320)
- ~~2.10.14 The school district develops 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 rate; 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. Student performance, school attendance, student dropout rate and graduation rate are weighted more heavily than the other performance measures.

- 3.1 ~~The student performance is evaluated in the various curricular areas by grade level tested under the statewide testing program. Statewide-Testing-of-Educational Progress-program-and-will-be-established-when-the-test is-developed.---Until-the-WV-STEP-is-developed,~~ State-County Testing Program results will be reviewed for the past three (3) years. Scores by grade level in Total Basic Skills will be at or above the 50th percentile, based upon the CTBS/U to CTBS/4 equating tables, in either two (2) of the three (3) years or the current year, 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. (§18-2E-5)
- 3.2 ~~School attendance rate is at or above ninety percent (90%). (effective-January-1, 1991)~~ (§18-2E-5; §18-8-1)
- 3.3 Student dropout rate is at or below seventeen percent (17%). ~~(effective-January-1, 1991)~~ (§18-2E-5)

Section 3. Annual Performance Measures

- 3.4 Graduation rate is at or above eighty-three percent (83%). (effective January 1, 1994) (§18-2E-5)
- 3.5 Students are promoted to the next grade at or above ninety-two percent (92%) in grades K-8. (effective January 1, 1994) (§18-2E-5)
- 3.6 No more than five percent (5%) waivers of the promotion standard are granted in grades K-8. (effective January 1, 1994) (§18-2E-5)
- 3.7 An average class size is 20 or less in kindergarten and 25 or less in grades 1 through 6, excluding special education classes, chorus, band and orchestra. (effective January 1, 1991) (§18-5-18a)
- 3.8 ~~Exceptions to the pupil-teacher-ratio-law shall involve no more than 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. The pupil teacher ratio shall be no more than 23 pupils per teacher in kindergarten and 28 pupils per teacher in grades one through six. 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 kindergarten through six.~~ (effective January 1, 1991) (§18-5-18a)
- 3.9 The number of split-grade classrooms shall not exceed the number that existed as of January 1, 1983. (§18-5-18a)
- 3.10 All schools must be served by a certified principal. There is a full time certified principal at each school with a net enrollment that equals or exceeds four hundred students and no principal is assigned more than two schools. (§18A-2-9)
- 3.11 Average operating expenditures per pupil are at or above \$2,800. (effective January 1, 1991) (§18-2E-5)
- 3.12 The percentage of graduating students entering post-secondary education or training shows a trend toward increasing unless the percentage is already at or above fifty percent (50%). (effective July 1, 1992) (§18-2E-5)
- 3.13 The level of parent involvement increases over the previous year. (effective July 1, 1992) (§18-2E-5)
- 3.14 The combined percentage of parent, teacher, and student satisfaction with the school is at or above sixty percent (60%). (effective July 1, 1992) (§18-2E-5)

Section 4. School District Annual Improvement Plan Process

- 4.1 Each school district submits an annual improvement plan to the West Virginia Department of Education by June 30 each year. This plan 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.
- 4.2 The school performance level is applied to the school population as a whole.
- 4.3 If performance and high quality standards are not met, the plan must include a section describing how and when compliance will be attained.
- 4.4 The format of the district plan is in accord with directions provided by the state superintendent of schools and the mission statement of the state board.
- 4.5 The school district annual improvement plan is reviewed by the West Virginia Department of Education whose staff recommends to the state superintendent of schools and the West Virginia Board of Education an approval status for the school district.

Section 5. School Accreditation Status

- 5.1 The information submitted for each school is reviewed annually by the department of education and every school is issued one of the following: (1) full accreditation status, (2) probationary accreditation status or (3) serious impairment.
- 5.2 Full accreditation status is given to a school when the measure of the school's student and school performance is at a level which meets the high quality educational standards in §18-2E-5(b) and the annual performance measures in §18-2E-5(c). The school and school district must also meet the high quality standards in finance, transportation, special education and other programs and facilities. If the high quality standards are not met in these areas, the school district must submit an improvement plan to correct the deficiencies. Failure to meet the time lines in the improvement plan shall result in probationary status for the school and school district.
- 5.3 Probationary accreditation status is given to a school when the measure of the school's performance is below established standards and performance measures.
- 5.4 Whenever a school is given probationary accreditation status, the district board 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 includes objectives, a time line 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 5. School Accreditation Status

- 5.5 If the improvement plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent may return the school district plan for modification or has discretion to modify the plan in consultation with the school district and accept the plan as modified. In either case the final plan must be acceptable to the state superintendent.
- 5.6 Serious impairment status is issued to a school when the measure of the school's performance is below the established performance measures or the West Virginia Board of Education may determine a school to be seriously impaired when extraordinary circumstances exist.

Section 6 Serious Impairment

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:

- 6.1 The student performance is evaluated in the various curricular areas by grade level tested under the statewide testing program. ~~Statewide-Testing-of-Educational-Progress-program-and-will-be-established-when-the-test-is-developed.--Until-the-WV-Step--is--developed,~~ State-County Testing Program results will be reviewed for the past three (3) years. Scores by grade level in Total Basic Skills, based upon the CTBS/U to CTBS/4 equating tables, that are at or below the 30th percentile in either two-(2)-of-the-three-(3)-years-or- the current year and one of the two preceding years, 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. (§18-2E-5)
- 6.2 The student attendance rate is at or below 80% ~~in-grades K-8-(effective-January-1,-1991)~~ §18-2E-5; §18-8-1)
- 6.3 The student dropout rate is at or above 25%. ~~(effective January-1,-1991)~~ (§18-2E-5)
- 6.4 The graduation rate is at or below 75% (effective January 1, 1994) (§18-2E-5)
- 6.5 The ~~state--superintendent--and~~ West Virginia ~~State~~ Board of Education may determine a school to be seriously impaired when extraordinary circumstances exist. Extraordinary circumstances are conditions that constitute major impediments to the provision of educational programs and services for students. Extraordinary circumstances may include the following: failure of a school issued serious impairment status to improve its status; physical or other abuse of students; high student failure rate; excessive number of suspensions and/or expulsions; misappropriation of funds; misuse of school funds; falsification of reports and/or failure to submit required reports; violation

Section 6. Serious Impairment

of State Code and state board policies which impacts the provision of an appropriate educational program; conflict among the school employees, the central office staff, and/or the county superintendent that impedes the operation of the school; unhealthy or unsafe conditions for students and/or employees; or failure to provide a high quality and equal educational opportunity for students.

- 6.5.1 When a school is seriously impaired, the state superintendent, with the approval of the state board, appoints a team of three improvement consultants to make recommendations within sixty days for correction of the impairment.
- 6.5.2 Upon approval of the recommendations by the state board, the recommendations 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 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.
- 6.5.3 If the school's impairment is not corrected within one year of receipt of the recommendations, the district is given nonapproval status.
- 6.5.4 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 7. School District Approval

- 7.1 A district board of education 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 issues one of the following accreditation levels to each school district board of education: (1) full approval, (2) conditional approval, (3) probationary approval or (34) nonapproval.
- 7.2 Full approval 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 is for a period not to exceed four years.

Section 7.

School District Approval

- 7.3 Conditional approval is given to a district board of education whose educational system meets at least ninety-five percent of the high quality standards and in which at least ninety percent of the schools have been given full accreditation status provided no school is seriously impaired. Counties that have fewer than ten (10) schools may be granted conditional approval status without regard to the ninety percent rule, based on the total quality of the county educational program. To be eligible for conditional approval status, counties with fewer than ten (10) schools shall have no more than one school on probationary accreditation status and no school shall be seriously impaired. Conditional approval is for a period not to exceed one year.
- 7.34 Probationary approval is given to a district board of education whose educational system program- has not met fewer than ninety-five percent of the high quality standards or which has one eleven percent or more schools given probationary or serious impairment status. ~~Probationary approval is a warning that the district board must make specified improvements.~~
- 7.45 If the high quality standards and annual performance measures are not met during the succeeding year, the district board is automatically given nonapproval. Nonapproval 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 time lines specified in the improvement plan.
- 7.6 The state board of education may determine a school district to be on nonapproval status whenever extraordinary circumstances exist. Extraordinary circumstances are conditions that constitute major impediments to the provision of educational programs and services for students. Extraordinary circumstances may include: misappropriation of funds; misuse of funds; a casual deficit for two (2) or more years; a budget deficit above three (3) percent for any one year; falsification of reports and/or failure to submit required reports; violation of State Code and state board policies which impacts the provision of an appropriate educational program; unhealthy or unsafe conditions for students and/or employees; conflict between the county school district superintendent and the county school district board of education that impedes the operation of the school district or failure to provide a high quality and equal educational opportunity for students.
- 7.57 Whenever nonapproval status is given to a district, the state board of education declares a state of emergency in the district by written notification and may intervene in the operation of the district.

Section 7. School District Approval

- 7.68 Nonapproval and intervention are not required if probationary or seriously impaired status schools improve the level of performance 33% or more of the difference between current performance and performance for full approval during the succeeding year. Deferral of intervention in districts with probationary or seriously impaired status schools may be continued for a maximum of three (3) years.
- 7.79 The state board may 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 8. On-Site Reviews

- 8.1 To assist the state board of education in determination of the accreditation status of schools and the approval status of school districts, the state board appoints an educational standards compliance review team to make 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.
- 8.2 High quality standards including curriculum, facilities, administrative procedures, transportation, food services, and an audit of all matters relating to school finance, budgeting and administration will be reviewed.
- 8.3 The team also verifies measures of performance and other areas as deemed necessary.
- 8.4 The team 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.
- 8.5 The educational standards compliance team 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 encourages the sharing of information to improve school effectiveness among the districts and Regional Educational Service Agencies.

Section 8. On-Site Reviews

- 8.6 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 is submitted to the West Virginia Department of Education within thirty (30) days of receipt of the draft written report. The plan includes objectives, a time line and cost estimates for achieving full accreditation status.
- 8.7 If an acceptable plan is presented to the West Virginia Department of Education, the district 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 is made to the West Virginia Board of Education, through the state superintendent of schools, to change the recognition status of the school district.
- 8.8 If the plan submitted to the West Virginia Department of Education is not acceptable, the state superintendent may return the school district plan for modification or has discretion to modify the plan in consultation with the school district and accept the plan as modified. In either case the final plan must be acceptable to the state superintendent.
- 8.9 Accreditation status information is made available to the legislature, the governor, the general public and to any individual who requests such information.
- 8.10 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 9. Selection of School Districts and Schools for On-Site Reviews

- 9.1 School districts are selected by weighted random sample. Each district is weighted so that those 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.
- 9.2 At the direction of the state superintendent, an unannounced on-site review is conducted at any school or school district.

DISCRIMINATION PROHIBITED: The West Virginia Department of Education does not discriminate on the basis of sex, race, color, religion, handicapping condition, age and national origin in employment and in the administration of any of its education programs and activities. Inquiries may be directed to the Elimination of Sex Discrimination Program Coordinator, 348-7864; to the Section 504 Coordinator, 348-2696, WV Department of Education, Charleston, West Virginia, 25305; or to the U S Department of Education's Director of the Office for Civil Rights, 215-596-6795.

5395f 328f 4-17-91

COMMENT LOG
PERFORMANCE BASED ACCREDITATION SYSTEM

Directions: Please use this form in commenting on the proposed Policy 2320: Performance Based Accreditation System.

Individual/Organization _____

Address _____

SECTION	COMMENT
Section 1: General Comments	
Section 2: High Quality Standards	
Section 3: Annual Performance Measures	
Section 4: School District Annual Improvement Plan Process	
Section 5: School Accreditation Status	

SECTION	COMMENT
Section 6: Serious Impairment	
Section 7: School District Approval	
Section 8: On-Site Reviews	
Section 9: Selection of School Districts and Schools for On-Site Reviews	

Please submit comments by June 14, 1990 to:

Donna Edwards
Director of Accreditation
West Virginia Department of Education
Building 6, Room B-346
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0001

HD NO _____ DRAFT NO _____ BILL NO H.B. 2467 RESOLUTION NO FILED

SUBJECT Policy 2320, Performance Based Accreditation System FUND _____ DATE 1991 MAY 28 AM 9 48

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST 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 AND ITEM 3 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-	\$225,000.00	\$236,250.00	\$250,000.00
PERSONAL SERVICES	\$	\$	-0-	-0-	-0-
CURRENT EXPENSES			\$225,000.00	\$236,250.00	\$250,000.00
REPAIRS AND ALTERATIONS			-0-	-0-	-0-
EQUIPMENT			-0-	-0-	-0-
OTHER			-0-	-0-	-0-
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

Current
The appropriation will be used for administration of the Performance Based Accreditation System mandated by State Code §18-2E-5 (school accreditation). Estimated costs of administering the system for school and school district accreditation include:

- \$35,000 for training team members to participate in the on-site review process and an additional training for county staff to familiarize them with the accreditation evaluation procedures.
- \$40,000 earmarked for general operating expenses for the program such as printing and dissemination of Policy 2320, the training manual, forms necessary to the accreditation process, data collection and evaluation and general office supplies needed for training sessions.
- \$36,000 for contracted professional and clerical services.
- \$80,000 scheduled to conduct on-site evaluations in eighteen school districts and also in individual schools.
- \$20,000 scheduled for teams of improvement consultants appointed by the State Board to make recommendations for improvement to seriously impaired schools.
- \$5,000 scheduled for follow-up reviews.
- \$2,000 for equipment needed for office staff.
- \$7,000 for vehicle rental for department staff conducting on-site reviews.

Next

\$236,250.00 = 5% inflation adjustment

Thereafter

\$250,000.00 = 5% inflation adjustment

IMPACTS

FISCAL:

Counties would pay for substitutes for teachers serving on on-site review teams. All other costs will be paid from the state account.

STATE STAFF:

One director, two coordinators, one half-time coordinator of data management, one Secretary III, and one half-time Secretary II all responsible for the school/school district accreditation process. Other department staff will be participating in on-site evaluations data verification.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

4-19-91

West Virginia Dept. of Education

Donna Edwards

EXECUTIVE SUMMARY
PERFORMANCE BASED ACCREDITATION SYSTEM FILED
Series 13, Policy 2320

ISSI MAY 28 AM 9:48

PURPOSE

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

The attached proposed revision to Policy 2320, Performance Based Accreditation System, reflects the amendments to State Code 18-2E-5, School Accreditation.

BACKGROUND

The Performance Based Accreditation System was implemented during the 1989-90 school year. The system culminated with a report of the accreditation status of schools and the approval status of school districts approved by the West Virginia Board of Education at its October 1990 meeting. Information gained from data collected during the implementation phase of the accreditation system led to amendments to State Code 18-2E-5, School Accreditation. House Bill 2467 amended this section of the Code to include a level of conditional approval for school districts and a provision for the declaration of serious impairment for a school and nonapproval status for a school district whenever extraordinary circumstance exist.

The School Accreditation Implementation Team met to revise Policy 2320 to include the amendments to the Code. The major revision involved the definition of extraordinary circumstance for schools and school districts (Section 6.5 and 7.6). Another significant change involved the addition of a level of conditional approval for school districts. This provides an intermediate level of school district approval and preserves the integrity of the overall educational system in the county allowing for school improvement. The proposed revisions include:

- Minor changes for clarification.
- 2.1.2 An ambiguous section was deleted to provide a realistic measure of the standard.
- 2.6.17 and 2.6.18 These were included to ensure ethical use of statewide testing materials and procedures.
- 2.6.19 This standard was added because of legislative mandates concerning WV-STEP.
- 2.6.20 This standard was moved from 2.10.14 in Student and School Performance.
- 2.6.21, 2.6.22, and 2.6.23 These standards were included due to the requirement of Policy 2644.2, Certificate of Warranty and Proficiency.
- 2.7.2 Change was made to reflect gender neutral language.
- 2.10.13 The language was revised to include all situations that might result in a student being considered at-risk.

- 2.10.14 See 2.6.20.
- 3.1 Criterion for CTBS testing was changed to reflect expected outcomes due to new form of the CTBS which will be administered in school year 1991-92.
- 3.8 The language was changed for clarification.
- 5.6 Authorization is given to the State Board to declare a school seriously impaired due to extraordinary circumstances.
- 6.1 See 3.1
- 6.2 Grades 1-8 were deleted. This was missed during previous revision.
- 6.5 Extraordinary circumstances for a school were defined.
- 7.1 A level of conditional approval for school districts was added.
- 7.3 A description of the criteria for conditional approval was added.
- 7.4 Conditions of probationary approval were specified.
- 7.6 Extraordinary circumstances for a school district were defined.

5724f
4-17-91

WEST VIRGINIA DEPARTMENT OF EDUCATION
IMPACT STATEMENTS FOR
PERFORMANCE BASED ACCREDITATION SYSTEM

INSTRUCTION:

Academic performance measures and high quality standards establish 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.

LEADERSHIP:

State Statute §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.

STAFF DEVELOPMENT:

The Performance Based Accreditation System increases responsibilities at the school and classroom level, thereby increasing the demand for staff development.

ADMINISTRATION:

Each school is expected to meet specified levels of performance. Local school administrators have increased responsibilities for school accountability.

5089f 301f 4-15-91

WEST VIRGINIA STATE BOARD OF EDUCATION POLICY

POLICY 2320

PERFORMANCE BASED ACCREDITATION SYSTEM

~~The Education Reform Legislation enacted in 1988 required a school school district Performance Based Accreditation System. This legislation replaced the accreditation process which had been in place since 1981.~~
The West Virginia Board of Education recognizes the importance of accountability in providing a thorough and efficient system of education for West Virginia public school students. The Board established high quality education standards, annual performance measures, and a system to measure the performance of schools and school districts. The Board, through an established Performance Based Accreditation System, ensures that all students will be provided an equal educational opportunity. The Board also believes that Education educational programs will improve through systematic evaluation that is based on clear definitions of what is expected, on sound procedures, on reports of where we are, and implementing needed improvements.

Toward these ends The West Virginia Board of Education developed a mission and goals to provide the framework for student success. This accreditation system evaluates the extent that the State Board's mission and goals are met and, where needed, technical assistance is provided to schools and county school districts based on the results of the accreditation process.

~~The 1989-90 school year was the first year of implementation of the Performance Based Accreditation System. During this phase, the high quality standards and annual performance measures, which assess the extent of compliance with State Code and State Board policies, were applied in every school district and school in the state. This annual assessment of high quality standards through the annual improvement plan submitted by the school district; the performance data collected and compiled by the West Virginia Department of Education staff; and the periodic, random, and unannounced on-site reviews comprise the components of the accreditation process. Ratings in final reports will inform the public of school district and individual school performance.~~