

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

Form #2

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OFFICE OF WEST VIRGINIA  
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**NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

AMENDMENT TO AN EXISTING RULE: YES — NO X - Repeal of former rule.

IF YES, SERIES NUMBER OF RULE BEING AMENDED: —

TITLE OF RULE BEING AMENDED: —

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 13 (Policy 2320)

TITLE OF RULE BEING PROPOSED: Performance Based Accreditation System:  
High Quality Standards, Annual Performance Measures, Accreditation  
Process, Annual Improvement Plan

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 November 30, 1989 AT 9:00 a.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Mrs. Hazel Kroesser  
Bureau of Finances & Services  
Room B-215, Bldg. #6  
Capitol Complex  
Charleston, WV 25305

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

*Barbara L. Estep*

October 19, 1989

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

FISCAL NOTE WORKSHEET

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Accountability-School/School District 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	\$	\$ -0-	\$272,500.00	\$286,125.00	\$300,431.25
PERSONAL SERVICES	\$	\$	-0-	-0-	-0-
CURRENT EXPENSE			\$272,500.00	\$286,125.00	\$300,431.25
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 to implement the Performance Based Accreditation System mandated by State Code §18-2E-5 (school accreditation). Estimated costs of implementing the system for school and school district accreditation include:

- \$57,000 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.
- \$50,000 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.
- \$6,000 for contracted and professional services to provide temporary help during peak periods.
- \$150,000 scheduled to conduct on-site evaluations in fourteen school districts and also in individual schools.
- \$2,000 for equipment needed for office staff.
- \$7,500 for vehicle rental for department staff conducting on-site reviews.

Next

\$286,125.00 = 5% inflation adjustment

Thereafter

\$300,431.25 = 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

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EXECUTIVE SUMMARY

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PERFORMANCE BASED ACCREDITATION SYSTEM

1983 OCT 20 AM 11:02

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SECRETARY OF STATE

Purpose:

The purpose of the Performance Based Accreditation System is to provide assurances that a thorough and efficient system of education is being provided for all West Virginia public school students on an equal educational opportunity basis. State statute §18-2E-5 mandates that high quality educational standards and performance measures be established by the West Virginia State Board of Education.

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

Background:

An Accreditation Advisory Committee was appointed by the West Virginia State Board of Education to develop a draft proposal for the Performance Based Accreditation System. The draft approved by the committee was used in the pilot test of the accreditation system. Pilot school/school district accreditation on-site reviews were conducted in three counties. Information from these pilots shaped some revision of the standards and the process used in developing the accreditation procedure.

Proposed Policy 2320 was submitted to the education community and the Secretary of State's office for comment. Written comments were received from 31 sources and verbal comments were also considered.

The Accreditation Advisory Committee met, reviewed the comments and recommended revisions to the policy. Additional revisions were made based on recommendations from the Legislative Oversight Commission on Education Accountability, the West Virginia Association of School Administrators and Department staff. The major revisions include 1) the deletion or revision of some of the high quality standards; 2) a weighting of the performance measures and high quality standards; and 3) a provision for the deferral of state intervention for probationary status or seriously impaired schools who improve the level of deficiency.

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

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SECRETARY OF STATE

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 will increase 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 management responsibilities.

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, Accreditation Process, Annual Improvement Plan

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Section 1. General

- 1.1 Scope - These rules establish the high quality education 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 opportunity basis. This replaces policies §2320, Standards for Educational Quality; §2321, Indicators of Attainment; and §2310, School Classification.
- 1.2 Authority - 18-2E-5
- 1.3 Filing Date - \_\_\_\_\_
- 1.4 Effective Date - \_\_\_\_\_
- 1.5 Repeal of former rule - This legislative rule repeals and replaces §2320, Standards for Educational Quality (Series 13A); §2321, Indicators of Attainment (Series 13B); and §2310, School Classification (Series 12), filed January 16, 1987, and effective July 1, 1987.

1.6 Listing of Sections

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

## Section 2. High Quality Standards

The West Virginia Board of Education hereby adopts educational standards in the following areas: curriculum; finance; transportation; special education; facilities; administrative practices and school community relations; training of school district board members and administrators; personnel qualifications; professional development and evaluation; and student and school performance. Starred (\*) standards must be met for a school to be given full accreditation status.

### Section 2.1 Curriculum

#### A. Qualitative Standards

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

Section 2.1 Curriculum (Continued)

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

B. Quantitative Standards

- \*2.1.1615 = Program guides, curricular materials, resources and learning activities reflect objectives, student developmental levels and achievement. (\$2100; \$2510)
- ~~2.1.17 = The written curriculum clearly identifies the learning outcomes that students are expected to master. (\$2100; \$2510)~~
- ~~2.1.18 = Delivery of state programs of study is articulated so that student learning is free from gaps. (\$2320)~~
- 2.1.1916 = Instruction is consistent with programmatic definitions, criteria of excellence, learning outcomes and regulations for general, vocational and special education programs. (\$2100; \$2516; \$2510)
- \*2.1.2017 = Instructional priority is given to teaching and student engaged time on task. (\$5311)
- \*2.1.2118 = Students have access to library/media centers regularly. (\$2320)

Section 2.1 Curriculum (Continued)

- \*2.1.2219     — Sufficient numbers of approved up-to-date textbooks and other resources are available to deliver curricular content. (§2445)
- \*2.1.2320     — Required by county boards of education are programs and instructional procedures that recognize the variability in achievement, development and background experience of the early childhood years (K-2). (§18-5-18c)
- \*2.1.2421     — Required in grades K-4 are: art, health, language arts, mathematics, music, physical education, reading, science, bus/school safety and social studies. (§2413; §2422; §2510; §4335; §4336)
- \*2.1.2522     — Required in grades 5-8 are: art, health, language arts, mathematics, music, physical education, reading, developmental reading, science, social studies, library/media and developmental guidance. (§2442; §2413; §2510)
- \*2.1.2623     — 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; §2444; §2510)
- \*2.1.2724     — The following electives are available in grades 9-12: art (2 offerings), driver education (1/2 unit), one foreign language (levels I and II), language arts (2 offerings), mathematics (algebra I & II, geometry, trigonometry, general mathematics, and applied mathematics [one offering]), music (instrumental [winds and percussion] and choral), science (general/physical science, chemistry and physics), social studies (one offering), and keyboarding (one offering). Other electives such as calculus, geography and additional social studies electives are offered. (§2444; §2510; §2320)
- \*2.1.2825     — The following electives are available in vocational education in grades 9-12: Consumer and Homemaking (STEPS), Adult Roles and Functions and offerings from four service areas. (§2510)
- \*2.1.2926     — 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 2.1 -- Curriculum -- (Continued)

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

Section 2.2 Finance

A. Qualitative Standards

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

B. Quantitative Standards

- \*2.2.4 The school district's accounting practices are consistent with state policies and procedures. (§18-9B-10,11; §18-4-10)
- \*2.2.5 Individual school accounting practices are consistent with state policies and procedures. (§1224; §2320; §8100; §8352; §8353)
- 2.2.6 The school district places excess levies on the ballot. (§2320)
- 2.2.7 The school district places bond issues on the ballot. (§2320)

Section 2.3 Transportation

A. Qualitative Standards

- ~~2.3.1 Behavior on the school bus is orderly. -- (§2320)~~
- ~~2.3.2 School buses are clean. -- (§2320)~~
- \*2.3.3 The school district provides safe transportation and special transportation services for eligible students. (§2419; §4334; §4335)

B. Quantitative Standards

- 2.3.42 Students transported in school buses participate in emergency evacuation drills at least twice a year. (US DOT NHTSA Std. 17; §4335; §4336)

Section 2.3 Transportation

- \*2.3.53 Transportation is provided so that students receive the full instructional time allocations. (§2419)

Section 2.4 Special Education

A. Qualitative Standards

- 2.4.1 Special education classrooms have adequate space. (§2320)

B. Quantitative Standards

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

Section 2.5 Facilities

A. Qualitative Standards

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

~~2.5.2 The school administrator, teachers, students and the community support school beautification. (§2320)~~

~~2.5.3 The school facility is appropriately painted and adequately illuminated. (§6200)~~

- 2.5.42 Consolidation of schools is considered based on curricular needs and the locus of the population. (§2320)

B. Quantitative Standards

- \*2.5.53 Educational specifications for renovations, additions and new construction are developed in accordance with the Handbook on Planning School Facilities and the State School Building Authority by a team which includes parents, teachers and school administrators. (§6220; §18-9D-15)

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

2.5.75 Heating, ventilation and air conditioning systems are functioning properly. (§6200)

2.5.86 All-toilet Restroom facilities contain hot and cold running water, faucets in workable condition and individual stalls with doors on all toilets. Soap, paper towels and toilet tissue are available to students at all times. (§6200)

Section 2.5 Facilities (Continued)

- 2.5.97 = Windows, walls, doors and roofs are free of air and water infiltration. (§6200)
- 2.5.108 = Grounds are maintained and kept clean to prevent or remedy standing water, extreme erosion and trash or debris. (§6200)
- \*2.5.119 = Facilities are maintained so that wiring is not exposed, sewer and gas lines are not leaking and gas shut off valves are easily accessible. (§6200)
- \*2.5.1210 = All equipment is properly guarded. Safety guards and protective eye or hand devices are utilized. (§6200)
- \*2.5.1311 = Buildings, grounds, furnishings and equipment are free from observable safety hazards. (§18-5-9; §6200)
- \*2.5.1412 = Buildings, grounds, furnishings, programs and equipment are accessible to handicapped students. (§18-10F-3; Section 5014, Rehabilitation Act)

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

- ~~2.6.1 = Parents have various options for becoming involved in their child's school, especially in ways that support the academic program. (§2320)~~
- 2.6.21 = The administrative leader ensures that formal and informal mechanisms exist for a flow of information within the school district, the school and the community. (§2320; §5312)
- 2.6.32 = The administrative leader considers recommendations from the school advisory council or active parent-teacher organization in decision making. (§2510)
- 2.6.43 = Community resources are utilized to enrich the school program. (§2320)
- \*2.6.54 = Staff members provide parents with information and techniques, when appropriate, for helping students learn. (§5312)
- \*2.6.65 = Health services are provided to all students to maximize learning potential. (§16-3-4, 4a; §18-5-17)
- ~~2.6.7 = Accurate data are collected in a timely manner for inclusion in the state, county and school report cards. (§18-2E-4)~~

B. Quantitative Standards

- 2.6.86      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)
- 2.6.97      Media representatives are notified of school district and school activities. (§2320)
- ~~\*2.6.108~~      ~~Students have an opportunity to eat a school breakfast and lunch. (§4321-12)~~  
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)
- ~~2.6.111~~      ~~Parents are provided an opportunity to review AIDS and other sexually transmitted diseases instruction and materials and request their child be excluded from such instruction. (§18-2-9)~~
- 2.6.129      Each county has a minimum of one certified school nurse. School nurses are employed or contracted from the local health department at a rate of 1 per 1500, K-7 net enrollment or major portion thereof. (§18-5-22)
- \*2.6.1310      The county attendance director, subject to the county superintendent's recommendations, is appointed by the county board of education and coordinates the implementation of the county's student attendance policy, which addresses absences and tardiness. The equivalent of one full-time attendance director is appointed in counties with more than 4,000 students and counties with fewer than 4,000 students shall employ the equivalent of a half-time school attendance director. (§18-8-3, 4; §2320; §2510)
- \*2.6.1411      The county implements a policy governing disciplinary procedures, policies governing student due process rights and nondiscrimination, and an approved substance abuse policy. (§18-8-8; §18A-5-1, 1a; §4370; §2329; §2422.5)
- \*2.6.12      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)
- \*2.6.13      Teachers and service personnel are provided a duty-free lunch period. (§18A-4-14)

## Section 2.7 Training School District Board Members and Administrators

### 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 state and school district board of education, as a board, with their superintendent, or as individual school district board members, receive a minimum of seven hours of training annually in appropriate areas of boardsmanship to include effective board service, effective personnel relations development, policy development, school finance, curriculum and instructional programs, school law and effective community relations.~~ (§2320) Members of a school district board of education whose terms of office commence after May 14, 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 boardsmanship to include effective board service, effective personnel relations/development, policy development, school finance, curriculum and instructional programs, school law and effective community relations. (§18-2E-4; §18-2E-5)

- 2.7.3 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)

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

## 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 2.8 Personnel Qualifications (Continued)

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

Section 2.9 Professional Development and Evaluation

A. Qualitative Standards

- 2.9.1 Professional development activities are designed to meet identified needs of professional and service personnel. (§5310)
- \*2.9.2 The evaluation system for school personnel is designed to provide for professional growth and development of teachers, to enhance classroom performance and to serve as a basis for employment decisions. (§5310)
- 2.9.3 Staff members implement an improvement process for their area of responsibility. (§5313)
- 2.9.4 Excellence in teaching is acknowledged through a recognition process which enhances professional performance. (§2320)

B. Quantitative Standards

- \*2.9.45 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)
- \*2.9.56 The school or school district develops and implements a beginning teacher induction program. (§2510)
- ~~2.9.6 Excellence-in-teaching-is-acknowledged-through-a-recognition-process-which-enhances-professional-performance,-team-approaches-and-teaching-for-the-preparation-for-life--- (§2320)~~
- \*2.9.7 Professional and service personnel are observed regularly and evaluated in a timely fashion, and the evaluation is properly filed in the personnel files. ~~(§2320)~~ (§5310-15)

Section 2.9 Professional Development and Evaluation (Continued)

- ~~2.9.8~~ Teachers are provided a duty-free planning period that is the length of the usual class period and is not less than thirty minutes. -- (§18A-4-14)  
(Moved to 2.6.12)
- ~~2.9.9~~ Teachers and service personnel are provided a duty-free lunch period. -- (§18A-4-14)  
(Moved to 2.6.13)

Section 2.10 Student and School PerformanceA. Qualitative Standards

- ~~2.10.1~~ The school mission and goals support student performance. -- (§2510) 2.1.1
- \*2.10.21 School rules and procedures are written and clearly communicated to students, parents and staff. (§2510)
- 2.10.32 A school improvement process is established and implemented. (§2510)
- 2.10.43 Individual differences are respected so that each student feels valued. (§2320)
- \*2.10.54 Staff believe that all students can learn and develop multiple strategies for teaching them. (§5311)
- \*2.10.65 Staff exhibit high expectations for each student. (§5311)
- \*2.10.76 School personnel assess students' progress toward mastering learning outcomes subject content and develop strategies for correcting and remediating deficiencies. (§2510; §5311) 2.1.16
- \*2.10.87 School counselors assist students through individual or group counseling, developmental guidance, academic planning and career counseling. (§18-5-18b)
- \*2.10.98 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)
- 2.10.109 The student activities program offers opportunities for all students to assume responsibilities at school and to participate in community service. (§2320)
- 2.10.110 All students are provided opportunities for success and recognition. (Title IX; PL93-380; PL94-142; §2436.11; §4371)

Section 2.10 Student and School Performance (Continued)

- \*2.10.1211      Lesson plans are prepared in advance. (§2320; §2442.2)
- \*2.10.1312      The administrative leader or designee reviews and comments on lesson plans at least once each semester. (§2320)
- \*2.10.1413      The administrative leader or designee visits classrooms and gives feedback at least once each semester to teachers regarding their instructional techniques. (§2320)
- ~~2.10.15~~  ~~Evidence exists that efforts have been made to personally contact every parent(s) about his/her child at least annually.-- (§2320)~~
- \*2.10.1614      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)
- \*2.10.1715      At-risk students are identified and systematic interventions are provided. (§2320)
- \*2.10.1816      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 rates; student dropout rate; the percent of students promoted to next grade and the number of waivers of the promotion standard granted; the graduation rate; average class size; pupil-teacher ratio; number of exceptions to pupil-teacher ratio requested by the county board and the number of exceptions granted; the number of split-grade classrooms; pupil-administrator ratio; and the operating expenditure per pupil. Student performance, school attendance and student dropout rate are weighted more heavily than the other performance measures.

- 3.1      Curriculum is evaluated by student performance by grade level in the various subjects tested under the Statewide Testing of Educational Progress program and will be set when the test is developed. Until the WV STEP is developed, a 50th percentile by grade level in the various subjects Total Basic Skills as tested under by the Comprehensive Test of Basic Skills State-County Testing Program

Section 3. Annual Performance Measures (Continued)

will be used except in cases where the test is administered in the first months students attend the school i.e., ninth grade scores would not be used in a 9-12 school.

- 3.2 School attendance rate is at or above ninety percent (90%).
- 3.3 Student dropout rate is at or below seventeen percent (17%).
- 3.4 Students are promoted to the next grade at or above ninety-two percent (92%) in grades K-8.
- 3.5 No more than 5% waivers of the promotion standard are granted in grades K-8.
- 3.6 Graduation rate is at or above eighty-three percent (83%). Until updated graduate data are available (1993), consideration will be given to student mobility when reviewing the graduation rate.
- 3.7 An average class size is 20 in kindergarten and 25 in grades 1 through 6, excluding special education classes, choral, band and orchestra.
- 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.
- 3.9 The number of split-grade classrooms shall not exceed the number that existed as of January 1, 1983.
- 3.10 All schools must be served by a certified principal. There is a full time certified principal for each school whose net enrollment equals or exceeds four hundred students and no principal is assigned more than two schools.
- 3.11 Average operating expenditure per pupil is at or above \$2,500.

Section 4. School District Accreditation Process

- 4.1 The implementation of a school district accreditation process requires goal setting by the state and the school district. The school district is responsible for implementing the standards and the West Virginia Board of Education is responsible for monitoring the results.

Section 5. School District Annual Improvement Plan Process

- 5.1 Each school district submits an annual improvement plan to the West Virginia Department of Education by November 15 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.
- 5.2 The school performance level is applied to the school population as a whole.

~~Section 5. School District Annual Improvement Plan Process~~

- 5.3 If performance and high quality standards are not met, the plan must include a section describing how and when compliance will be attained.
- 5.4 The format of the district plan is in accord with directions provided by the state superintendent of schools and the mission statement of the state board.
- 5.5 The school district annual improvement plan 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 accreditation status for the school district.

Section 6. School Accreditation Status

- 6.1 The information submitted for each school is reviewed annually by the department of education and every school is issued one of the following statuses: (1) full accreditation status or (2) probationary accreditation status.
- 6.2 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 high quality educational standards on all the starred (\*) indicators and the annual performance measures. The school district must submit a corrective improvement plan for addressing the high quality educational standards not met during the succeeding year. Failure to correct deficiencies results in a school being given probationary accreditation status.
- 6.3 Probationary accreditation status is given to a school when the measure of the school's performance is below such a level.

Section 6. School Accreditation Status (Continued)

- 6.4 Whenever a school is given probationary accreditation status, the district board implements ~~an a~~ corrective 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 timeline and cost estimates for achieving full accreditation status. If an acceptable plan is presented to the West Virginia Department of Education, the district shall have twelve (12) calendar months to implement the corrective improvement plan(s) for compliance.
- 6.5 If the corrective 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. ~~can modify the school district plan and accept the plan as modified or return the plan to the school district for modification.~~
- ~~6.6 Probationary status schools which improve the level of deficiency 33% or more on the performance based measures within the following year will be recognized and continued on probationary status for another twelve (12) calendar months.~~

Section 7. Serious Impairment

- 7.1 A school may be considered to be seriously impaired by the state superintendent and the West Virginia Board of Education when one or more of the following conditions exist:
- 7.1.1 Curriculum is evaluated by student performance by grade level in the various subjects tested under the Statewide Testing of Educational Progress program and will be set when the test is developed. Until the WV Step is developed, a 40<sup>th</sup> 30th percentile by grade level in ~~the various subjects~~ Total Basic Skills as tested under by the Comprehensive Test of Basic Skills State-County Testing Program will be used except in cases where the test is administered in the first months students attend the school i.e., ninth grade scores would not be used in a 9-12 school.
- 7.1.2 The student dropout rate is at or above 25%.
- 7.1.3 The student promotion rate is at or below 85% in grades K-8.

Section 7. Serious Impairment (Continued)

- 7.1.4    The student attendance rate is at or below 80% in grades K-8.
- 7.2       The state superintendent and the West Virginia State Board of Education may determine a school to be seriously impaired when extraordinary circumstances exist.
- 7.3       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.
- 7.4       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.
- 7.5       If the impairment is not corrected within one year of receipt of the recommendations, the district is given probationary approval status or nonapproval status.
- 7.6       Whenever a school is given probationary status or is determined to be seriously impaired and fails to improve its status within one year, any student attending such school may transfer once to the nearest fully accredited school, subject to approval of the fully accredited school and at the expense of the school from which the student transferred.

Section 8. School District Approval

- 8.1       A district board of education 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) probationary approval or (3) nonapproval.

Section 8. School District Approval (Continued)

- 8.2     = 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.
- 8.3     = Probationary approval is given to a district board of education whose educational program has not met the high quality standards or has one or more schools given probationary status. Probationary approval is a warning that the district board must make specified improvements.
- 8.4     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 timelines specified in the improvement plan.
- 8.5     = 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 can intervene in the operation of the district.
- 8.6     = Intervention is not required if probationary or seriously impaired status schools improve the level of deficiency 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.
- 8.7     = The state board can intervene in the operation of the district to: (1) limit the authority of the district superintendent and district board of education as to the expenditure of funds, the employment and dismissal of personnel, the establishment and operation of the school calendar, the establishment of instructional programs and policies and such other areas as may be designated by the state board rule, (2) take such direct action as may be necessary to correct the impairment, and (3) declare that the office of the district superintendent is vacant.

## Section 9. On-Site Reviews

- 9.1 To assist the state board of education in 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.
- 9.2 High quality standards including but not limited to curriculum, facilities, administrative procedures, transportation, food services, and an audit of all matters relating to school finance, budgeting and administration will be reviewed.
- 9.3 The team also verifies measures of performance and other areas as deemed necessary.
- 9.4 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.
- 9.5 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.
- 9.6 If during an on-site review, a school or school district is found to be in noncompliance with one or more standards, a written plan for compliance 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 timeline and cost estimates for achieving full accreditation status.
- 9.7 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.

Section 9. On-Site Reviews (Continued)

- 9.8 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. ~~has discretion to modify the school district plan and accept the plan as modified or return the plan for modification.~~
- 9.9 Accreditation status information is made available to the legislature, the governor, the general public and to any individual who requests such information.
- 9.10 From time to time unannounced on-site reviews will be conducted by the department of education staff at a school or school district office for purposes of verifying data reported by the school or school district office, documenting compliance with policies and laws, and/or investigating official complaints that allege the school or school district is in violation of policies and/or laws under which schools and school districts operate.

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

- 10.1 School districts 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.
- 10.2 At the direction of the state superintendent, an unannounced on-site review is conducted at any school or school district.

WEST VIRGINIA DEPARTMENT OF EDUCATION  
1989-90

**TITLE:**

Accountability-School/School District Accreditation

**PURPOSE:**

The Office of Accreditation will continue to expand the activities and services through monitoring compliance of schools and school districts with performance measures and high quality standards established by the State Board of Education.

**BACKGROUND:**

School/School district accreditation was developed to fulfill the requirements of West Virginia Code §18-2E-5, School Accreditation. The accreditation process involves the annual review of the district improvement plan and periodic, unannounced, on-site reviews of a schools' and school districts' educational program. In addition to the yearly data review and cyclical review, any school may be visited by a review team. The purpose of this review is to verify reported data and investigate alleged violations and complaints. This added phase of accreditation will involve the need for increased funding.

**TARGET POPULATION:**

Every public school will be reviewed annually and issued an accreditation status and every school district will receive an approval level. During a four year period each school/school district will receive an on-site review. In addition to the cyclical review, individual schools may receive an on-site visitation.

**BENEFITS/RESULTS:**

The public is assured that each public school provides a quality education program. Each school is expected to meet specified levels of performance.

**CONSEQUENCES IF NOT FUNDED:**

If not funded, there will be limited monitoring of accountability in schools and school districts.

**STATE FUNDS APPROPRIATED: \$272,500.00**