

WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION

Form #2

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FILED
1989 FEB -8 PM 3:54
OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Procedural; CITE AUTHORITY 18-2E-4

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 190 (Policy 7300)

TITLE OF RULE BEING PROPOSED: Better Schools Accountability: School,
School District and Statewide School Report Cards

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 March 10, 1989 AT 9:00 a.m.

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

Mr. John E. Cook

West Virginia Department of Education

Room B-221, Bldg. #6

Capitol Complex

Charleston, WV 25305

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

Barbara L. Estep

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

Better Schools Accountability: School,
County and State Report Cards

Executive Summary

Purpose

The purpose of this policy is to implement provisions of §18-2E-4. It is a system of accountability for public education established through the publication of school, county and state level report cards. The policy identifies the indicators to be reported, the process of collecting and reporting the information, the certification of training for board members and administrators, and the definition of nontraditional schools.

Background

In June 1988, §18-2E-4 was enacted by the legislature. Subsequently, a team of representatives from the educational community developed the proposed policy to enable implementation of the legislative provisions.

Rationale

School, County and State Report Cards are to be a means whereby the public is informed about its schools and whereby public education is improved through accountability and monitoring. To meet these purposes, the Report Cards must provide at least information on the indicators prescribed by §18-2E-4 and other relevant indicators which the state board of education believes depict the quality of public education in West Virginia.

The School Report Cards are to provide quickly and easily understood information about each school. Technical language and complex statistics are to be avoided. In addition, the School Report Cards should describe a school's educational outcomes, student body, faculty, and community relationships during a given school year.

County and State Report Cards are to provide to the user information about the quality of public education for grades K-12 at the county and state levels. In so doing, the County and State Report Cards must publish data and statistics which are current and which show trends. Therefore, information from the most recently completed school term and the four preceding school terms are to be included. The information is to be available statewide in order to permit comparisons.

County and State Report Cards describe the progress of students through the public school system in terms of, at least, achievement or mastery, grade retention, withdrawal, and graduation. To place these statistics in perspective, the programs, in terms of activities and services, and resources allocated by county school systems and the state will be described. Finally, to allow users of the Report Cards to compare similar county school systems, information on home and community conditions, such as adult educational level and student mobility, could be provided. Only if all types of factors influencing educational outcomes are reported can the Report Cards provide usable, interpretable, and meaningful information, which would be valuable for public awareness and improvement of the state's public education system.

Better Schools Accountability: School,
County and State Report Cards

Executive Summary (Continued)

IMPACT

The full implementation of the Report Card policy will require a four-year phase-in process. See "Phase-in Process" attached.

As the policy is implemented, the major impact is upon curriculum, instruction, administration, and finance.

Instructional Impact. The Report Cards can have the following impact on instruction:

1. comparisons made possible by the Report Cards can be useful in developing and evaluating educational programs and will facilitate planning;
2. dissemination of the Report Cards can increase the awareness of parents, teachers, administrators, and other citizens, regarding the quality of public education, and
3. setting of goals can encourage cooperative planning by the educational community and can lead to improvement in education.

Administrative Impact. The Report Cards can have the following impact administratively:

1. increased data collection and management responsibilities at the classroom, school, county, and state levels;
2. increased flow of information from schools and counties to the state and from the state to schools and counties;
3. increased demand for new or improved data collection and management skills in classrooms, schools, counties, and state, thereby increasing the need for new or additional inservice training for service and professional personnel, and
4. improved public relations image efforts which prepare public and community to understand the Report Cards and to utilize the information positively and effectively, thereby increasing the demand for new or improved public relation skills of professional personnel in schools, counties, and state.

Financial Impact. The initial impact can be substantial. Costs vary greatly based on size and condition of current management information systems. The greatest impact can be on an improved understanding of needs which will lead to passage of levies, bond issues, and consolidation. Areas of impact are:

1. personnel for administration and data collection;
2. equipment and software for the processing and maintenance of this information;

Better Schools Accountability: School,
County and State Report Cards

Executive Summary (Continued)

3. training at the school, county, and state levels on collection, processing, and use of this data, and
4. printing, distribution, and mailing. (The bulk of this expense would be born by the county school systems, e.g., the approximately \$70,000.00 cost of mailing a copy of the School Report Cards to each student's parents.)

Over time, the Report Card program can become more creative. The program is based on a computerized information management system, which needs to be integrated and comprehensive. This system can effectively reduce duplication of effort and relieve burdensome paperwork.

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Phase-in Process

As the current system is modified to meet the law and the state board's Master Plan, information required in the Report Cards will become available during a phase-in process. Modifications include revising existing and developing new data collection forms, statistical methods, and computer programs.

The phase-in process is necessary for the following reasons:

- 1) data at the school have not previously been collected for the purpose of school-by-school comparisons;
- 2) the collection of data for some indicators mandated by S.B. 14 have not been requested for any level, i.e., school, district or state;
- 3) formulas currently in use for some indicators were devised to generate district or state level statistics and cannot be applied to school level data; if used without modification or if not replaced, then these formulas will produce statistics which would not be comparable among schools, and
- 4) some statistics mandated by S.B. 14 were not previously called for and therefore no data nor formulas currently exist.

In the Report Cards which will be published by the dates shown, the following information will be reported by the level indicated:

<u>January 1,</u> <u>1989</u>	<u>School</u>	<u>District</u>	<u>State</u>
	° Pupil/Teacher Ratio	° Pupil/Teacher Ratio	° Pupil/Teacher Ratio
	° Pupil/Administrator Ratio	° No. Pupil/Teacher Ratio Exemptions Requested	° No. Pupil/Teacher Ratio Exemptions Requested
	° No. Teachers and Administrators by Educational Degree	° No. Pupil/Teacher Ratio Exemptions Granted	° No. Pupil/Teacher Ratio Exemptions Granted
	° Average Years Experience of Teachers and Administrators	° Pupil/Administrator Ratio	° Pupil/Administrator Ratio
	° Grade Range*	° No. Teachers by Educational Degree	° No. Teachers by Educational Degree
	° Enrollments by Grade*	° No. Administrators by Educational Degree	° No. Administrators by Educational Degree
	° Percent SAT Test Takers*	° Average Years Experience of Teachers	° Average Years Experience of Teachers
		Average Years Experience of Administrators	° Average Years Experience of Administrators
		° Names of Co. Board Members with Term Expiration Dates	° Names of Co. Board Members with Term Expiration Dates
		° Names of Co. Superintendent and Associate and Assistant Superintendents	° Names of Co. Superintendent and Associate and Assistant Superintendents

Phase-in Process (Continued)

<u>January 1,</u> <u>1989</u> (Continued)	Previously cited Indicators plus: <u>School</u>	<u>District</u>	<u>State</u>
	<ul style="list-style-type: none"> ◦ Percent SAT Test Takers* ◦ Dropout Rate** ◦ Percent Eligible for Free and Reduced Price Meals 	<ul style="list-style-type: none"> ◦ Percent SAT Test Takers* ◦ Dropout Rate** ◦ Percent Eligible for Free and Reduced Price Meals 	<ul style="list-style-type: none"> ◦ Percent SAT Test Takers* ◦ Percent ACT Test Takers* ◦ Dropout Rate** ◦ Percent Eligible for Free and Reduced Price Meals
<u>January 1,</u> <u>1990</u>	Previously cited Indicators plus: <u>School</u>	<u>District</u>	<u>State</u>
	<ul style="list-style-type: none"> ◦ No. Split-Grade Classrooms ◦ No. Pupil/Teacher Ratio Exemptions Requested ◦ No. Pupil/Teacher Ratio Exemptions Granted ◦ Percent ACT Test Takers* ◦ Percent PSAT Test Takers* ◦ Percent Advanced Placement Test Takers* ◦ Dropout Rate** ◦ Percent Students Promoted 	<ul style="list-style-type: none"> ◦ No. Split-Grade Classrooms ◦ Operating Expenditure per Pupil ◦ Expenditure by Fund ◦ Percent ACT Test Takers* ◦ Percent PSAT Test Takers* ◦ Percent Advanced Placement Test Takers* ◦ Percent Students Promoted 	<ul style="list-style-type: none"> ◦ No. Split-Grade Classrooms ◦ Operating Expenditure per Pupil ◦ Expenditure by Fund ◦ Percent PSAT Test Takers* ◦ Percent Advanced Placement Test Takers* ◦ Percent Students Promoted
<u>January 1,</u> <u>1991</u>	Previously cited Indicators plus: <u>School</u>	<u>District</u>	<u>State</u>
	<ul style="list-style-type: none"> ◦ Attendance Rate ◦ Student Mobility ◦ Average Class Size ◦ Percent Enrollments in HS Math, Science, Social Science, English, Foreign Language ◦ Amount Time Devoted to Math, Science, Social Science, English, Foreign Language ◦ Percent Enrollments in General Ed., Vocational Ed., College Prep. 	<ul style="list-style-type: none"> ◦ Attendance Rate ◦ Student Mobility ◦ Average Class Size ◦ Percent Enrollments in HS Math, Science, Social Science, English, Foreign Language ◦ Amount Time Devoted to Math, Science, Social Science, English, Foreign Language ◦ Percent Enrollments in General Ed., Vocational Ed., College Prep. 	<ul style="list-style-type: none"> ◦ Attendance Rate ◦ Student Mobility ◦ Average Class Size ◦ Percent Enrollments in HS Math, Science, Social Science, English, Foreign Language ◦ Amount Time Devoted to Math, Science, Social Science, English, Foreign Language ◦ Percent Enrollments in General Ed., Vocational Ed., College Prep.

Phase-in Process (Continued)

(Continued)

- | | | |
|---------------------------------------|---|---|
| ◦ Operating Expenditure per Pupil | ◦ Attendance of Co. Board Members at Training | ◦ Attendance of County Board Members at Training |
| ◦ No. Waivers to Promotion Standard** | ◦ Attendance at Training of County Superintendent and Associate and Assistant Superintendents | ◦ Attendance at Training of State Board Members |
| ◦ Upcoming Year's Target | ◦ No. Waivers to Promotion Standard** | ◦ Attendance at Training of County Superintendent and Associate and Assistant Superintendents |
| | ◦ Upcoming Year's Targets | ◦ No. Waivers to Promotion Standard** |

January 1, 1992 Previously cited Indicators plus:

- | | | |
|---------------|-----------------|--------------|
| <u>School</u> | <u>District</u> | <u>State</u> |
| ◦ WV-STEP | ◦ WV-STEP | ◦ WV-STEP |
| | | ◦ NAEP |

January 1, 1994 Previously cited Indicators plus:

- | | | |
|-------------------|-------------------|-------------------|
| <u>School</u> | <u>District</u> | <u>State</u> |
| ◦ Graduation Rate | ◦ Graduation Rate | ◦ Graduation Rate |

*Required by proposed policy but not by S.B. 14, §18-2E-4, for Report Cards.
 **Required by proposed policy and by §18-2E-5 (School Accreditation) but not by §18-2E-4, for Report Cards.

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TITLE 126
PROCEDURAL RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2E-4
SERIES 190
POLICY 7300

1989 FEB -8 PM 3:54

OFFICE OF THE CLERK
STATE OF WEST VIRGINIA

Title: Better Schools Accountability: School, School District and Statewide
School Report Cards

Section 1. General

- 1.1 These rules establish an accountability system for public education. Report cards for use at the school, county, and state levels will be developed and disseminated to parents and the public as well as educational leaders. The purposes are to provide identification of indicators of performance, establish methods for collecting and reporting data, and develop a format for three different report cards -- one for the school, one for the county school system, and one statewide.
- 1.2 Authority - 18-2E-4
- 1.3 Filing Date - _____
- 1.4 Effective Date - _____

Section 2. Indicators and Method of Prescribing Assessment

- 2.1 Indicators of student performance and other student data must be collected for comparison at the school level with school, county, state, regional, and national data.
- 2.1.1 Test results from NAEP (National Assessment of Educational Progress, criterion-referenced test) must be reported in the state report card. (Effective 1990-91)
- 2.1.2 Test results from WV-STEP (West Virginia Statewide Testing of Educational Progress) must be reported in the school, county, and state report cards. (Effective 1990-91)
- 2.1.3 School attendance rates must be recorded at the end of each year by giving the average daily attendance divided by the average daily membership to give the percent of attendance. (Effective 1989-90)

- [2.1.4] The percent of students promoted to the next grade will be determined at each grade level by dividing the number of students not promoted by the total enrollment at each grade level at the end of the school year. The number of waivers of the promotion standard granted will be reported. (Effective 1988-89 for percent of students not promoted and 1989-90 for number of waivers to promotion standard)
- 2.1.5 The graduation rate will be the percent of students who have graduated from all public high schools in the county school system. The percent is the total number of public high school graduates divided by the total number of ninth graders four years earlier, adjusted for transfers, and multiplied by 100. (Effective 1992-93)
- 2.1.6 Excluding initial enrollment, student mobility will be reported by giving percentages determined by transfers in and transfers out including preceding summer months divided by enrollment. (Effective 1989-90)
- 2.1.7 The percent of twelfth graders taking a college entrance examination will be reported. (College entrance examinations are limited to ACT and SAT.) (Effective 1988-89)
- 2.1.8 The percent of undergraduates taking the PSAT will be reported. (Effective 1988-89)
- 2.1.9 Dropout rate will be determined by percent of all students who leave a public school for any reason except death, before graduation, or without transferring to another school divided by enrollment. (Effective 1988-89 for school data)
- 2.1.10 The number of students who took advanced placement examinations shall be reported by subject area. (Effective 1988-89)
- 2.2 Indicators based on the relationship among students, personnel, classes, and courses will have data collected to compare conditions at the school, county, and state levels.
- 2.2.1 Average class size is determined by dividing the number of students enrolled in classes by the number of classes in session, excluding enrollments in library, study hall, physical education, special education, driver education, art, band/orchestra, and choir/music. (Effective 1989-90)

- 2.2.2 Percent of enrollments in grades 9-12 in high school foreign language, mathematics, science, English, and social science courses will be reported. (Effective 1989-90)
- 2.2.3 Percent of enrollments in college preparatory and vocational education will be reported. (Effective 1989-90)
- [2.2.4] Amount of time per day devoted to foreign language, mathematics, science, English, and social science at middle, junior high and high school will be reported. (Effective 1989-90)
- [2.2.5] Pupil-teacher ratio is determined by dividing the total number of pupils by the total number of classroom teachers on a FTE basis. (Effective 1987-88)
- [2.2.6] The number of requests for exceptions to pupil-teacher ratio as set forth in §18-5-18A and the number of exceptions granted are reported. (Effective 1988-89 for school data)
- 2.2.7 The pupil-administrator ratio is determined by dividing the number of pupils enrolled by the number of school administrators on a FTE basis. (Effective 1987-88)
- 2.2.8 The number of split grade classrooms are reported. (Effective 1988-89)
- 2.3 Indicators based on expenditures, economic conditions, personnel qualifications, and school size will have data collected for comparison at school, county, and state levels.
 - 2.3.1 Operating expenditures excluding debt services and capital expenditures per pupil are determined by dividing the total operating expenditure for the entire fiscal year by the average enrollment determined at the end of the school year. (Effective 1988-89 for county and state data and 1989-90 for school data)
 - 2.3.2 County instructional and noninstructional expenditures, using object and program-function dimensions (Handbook II, RR), will be provided as pie charts in the following areas: (Effective 1988-89)
 - Personnel Services (100)
 - Employee Benefits (200)
 - Purchased Professional Services (Consultants) (300)
 - Purchased Property Services (400)
 - Other Purchased Services (500)

Supplies (600)
 Property including acquisition for improvement,
 costs, improvement to buildings, and
 equipment (700)
 Other (800)
 Debt Services and Other Transfers (900)

2.3.3 The number of teachers and administrators at each educational level are reported at the school level. The number of administrators and the number of teachers at each educational level are reported at the county level. The educational levels are: Bachelors, Bachelors + 15, Masters, Masters + 15, Masters + 30, and Doctorate. (Effective 1987-88)

[2.3.4] The average degree classification and years of experience of administrators and teachers are reported for each school. The average degree classification and years of experience of administrators and average degree classification and years of experience of teachers will also be reported at the county level. (Effective 1987-88)

2.3.5 The report card will indicate the grade range of the school and enrollments, both graded and ungraded. (Effective 1987-88)

Section 3. Report Card Format and Process

- 3.1 Each county school system identifies a coordinator for report cards who serves as contact between the State Department of Education and the county school system and who oversees and coordinates data collection and reporting efforts and the duplication and dissemination of report cards, as stipulated in this policy. The name, title, and mailing address of this coordinator is forwarded to the state superintendent of schools within two weeks of the effective date of this policy.
- 3.2 Individual school report card data is transmitted in the form prescribed to the State Department of Education and returned to the county school system for dissemination.
- 3.3 Data is collected as per instructions which includes a common date for point-in-time data.
- 3.4 The subsequent year's goals are reported by and for the school and the county school system. Goals and measurable objectives are determined annually by each school and county board of education to correct deficiencies in performance of the school system. Evidence of attainment of goals is prominently reported in an appendix by the school or county school system.

- [3.5] Report cards are completed and disseminated prior to the first day of January each year and shall be based upon information for the current school year or for the most recent school year for which such information is available.
- 3.6 Instructions and guidelines for the collection of data and the reporting of data to the State Department of Education will be made available to county school systems on or before July 1 of that school year preceding dissemination of such data in the report card. The county board of education shall report information requested by the State Department of Education on the forms provided. The information must be certified by the county superintendent as accurate and complete and sent to the State Department of Education no later than September 15 for inclusion in the upcoming year's report card.
- 3.7 The county report cards shall be mailed from the State Department of Education to the county boards of education by December 1 of each year and shall be presented at or before the regular meeting in December of the county board. All data in the county and school report cards shall be made public information after the county report cards have been presented to the county board of education. After presentation at the December regular board meeting and prior to December 31 of that year, the county report card shall be made available to a newspaper of general circulation serving the county.
- 3.8 Individual school report cards must be mailed by the county school system or school using the U. S. Postal Service to the custodial parent or guardian of all children enrolled at that school.

Section 4. Certification of Training by Administrators and Board Members

- 4.1 Included on all county report cards is the listing of members of the board of education including their full name, term expiration date, and completion of required training which meets standards prescribed by the State Board, including number of hours of training received during the school term reported. (Effective 1989-90 for training attendance)
- 4.2 The report cards contain the names of the county superintendent and every assistant and associate superintendent and any training programs related to their area of school administration for the school term reported. (Effective 1989-90 for training attendance)

Section 5. Nontraditional Program Report (Effective 1990-91)

- 5.1 A nontraditional public school is defined as a public school, such as an alternative high school, established and funded by a

county board of education which deviates schoolwide from state requirements for at least one of the following and for which a waiver has been obtained:

- (1) roles for administrators, counselors, teachers, students;
- (2) patterns of governance, management, administration;
- (3) student reporting and evaluation methods;
- (4) methods of organizing and grouping;
- (5) uses of school day and year or amount of instruction;
- (6) graduation requirements, attendance, or promotion.

5.2 Nontraditional schools provide a report card with the following information:

- WV-STEP Results by Grade (if applicable)
- School Attendance Rates
- Student Mobility
- Pupil/Teacher Ratio
- Pupil/Administrator Ratio
- Operating Expenditure per Pupil (if applicable)
- Number of Administrators and Teachers at Each Educational Level
- Average Years Experience of Administrators and Teachers
- Upcoming Year's Targets

Section 6. Other Information Collected and Available for Reporting Through the Better Schools Accountability Report Card Process

- 6.1 A great deal of additional information relative to education in West Virginia at all levels is required to be collected other than for information to be reported by the School Report Cards. This additional information is required as a result of federal policies, other State Code, State Board policies, school accreditation, and goals of the State Board. Some of this information not previously required by this regulation (Policy 7300) but required by one of the above mentioned criteria is reported in the state and county report cards to aid administrative decision making.
- 6.2 Information listed below is reported at the county and state levels and is used primarily for county school system level administration. In all instances this information is reported longitudinally permitting trend analysis: state-county testing program results; vocational placement; population size; adult population education; economic level; number of professional, service and support personnel; number of teachers by programmatic areas; number of Chapter I reading and math teachers; number of principals and assistant principals; tenure of county superintendents; number of professional educators per 1,000 adjusted enrollment; number of service personnel per 1,000

adjusted enrollment; number of new professional staff employed; number of permits issued by type; number of licenses revoked; state level conference attendance; number of textbook exemptions; number of graduation attendance requirement exceptions; adult basic education enrollment; Job Training Partnership Act (JTPA) enrollment; community education enrollment; number of students served by ECIA; average salaries for teachers and service personnel; ECIA allocations; school facilities bonds; school construction project allocations; total assessed valuations; per pupil levies; net debt service levies; number of schools; nonpublic school enrollment; number of compliance citations for county accreditation; special education due process hearing information; number of schools with partnerships with businesses; number of schools with volunteers; state beautification program participation; number of schools with active parent-teacher groups; number of schools with contest and events opportunities; cooperative education enrollment; portion of school population eligible for free/reduced price meals; portion of school population receiving special education services; student rate of educational programs; portion of school population by degree aspirations; portion of school population by college financial need; portion of school population receiving child nutrition services; number of facilities projects approved and completed; number of regular school buses; appropriation for bus replacement; number of buses purchased on bids; number of pupils transported; number of miles traveled; cost per mile; number of accidents.

- 6.3 Information listed below is reported only at the state level in addition to the items listed in 6.2 and is used primarily for state level administration. In all instances this information is reported longitudinally permitting trend analysis: writing assessment results; Chapter I results; number of teachers by gender; principals by gender; continuing education attendance; preprofessional testing results; number of college graduates in education; writing assignment information; veterans education enrollment; general, special, and vocational education program information, i.e., enrollment, staff development and teachers certified; state budget expenditures; educational allocations from general revenues; number of schools with test results at or above 40 percentile; preschool enrollment; portion of school population with limited English; number of resident births by teen mothers; number of student accomplishments; number of honor courses taken; years of study in program areas; students' planned majors in college.

[] Amendments have been proposed for consideration by the State Board of Education and subsequently by the Legislature.

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RESPONSE FORM
PROPOSED POLICY ON BETTER SCHOOLS ACCOUNTABILITY: SCHOOL,
SCHOOL DISTRICT, AND STATEWIDE SCHOOL REPORT CARDS

Directions: Please use this form in commenting on the Proposed Policy on Better Schools Accountability: School, School District, and Statewide School Report Cards.

Individual/Organization _____

Address _____

PROPOSED POLICY SECTION(S)	COMMENTS and SUGGESTIONS For "additions" -- please underscore For "deletions" -- please strike through

RETURN TO:

John E. Cook, Assistant Bureau Chief
Administration and Planning
Bureau of Vocational, Technical and Adult Education
West Virginia Department of Education
1900 Washington Street, East
Building 6 - Room B-221
Charleston, West Virginia 25305



WVDE

West Virginia Department of Education

Capitol Complex, Charleston 25305

Tom McNeel, State Superintendent of Schools

MEMORANDUM

TO: Persons Addressed

FROM: John Pisapia
State Superintendent of Schools

SUBJECT: Proposed Policy 7300 -- Policy on Better Schools Accountability:
School, School District, and Statewide School Report Cards

DATE: January 13, 1989

Attached are the executive summary and the proposed Policy on Better Schools Accountability: School, School District, and Statewide School Report Cards received by the State Board of Education at its January 13, 1989, meeting. This policy is being distributed for public comment prior to action being taken at the March, 1989, meeting.

Any comments concerning the proposed policy are to be recorded on the attached "Response Form" and returned to Mr. John E. Cook.

JP:pep
89-1281

Attachments

0627v

West Virginia's Tomorrow is Education Today!

Better Schools Accountability: School,
County and State Report Cards

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Rationale

School, County and State Report Cards are to be a means whereby the public is informed about its schools and whereby public education is improved through accountability and monitoring. To meet these purposes, the Report Cards must provide at least information on the indicators prescribed by §18-2E-4 and other relevant indicators which the state board of education believes depict the quality of public education in West Virginia.

The School Report Cards are to provide quickly and easily understood information about each school. Technical language and complex statistics are to be avoided. In addition, the School Report Cards should describe a school's educational outcomes, student body, faculty, and community relationships during a given school year.

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Better Schools Accountability: School,
County and State Report Cards

Executive Summary (Continued)

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4. printing, distribution, and mailing. (The bulk of this expense would be born by the county school systems, e.g., the approximately \$70,000.00 cost of mailing a copy of the School Report Cards to each student's parents.)

Over time, the Report Card program can become more creative. The program is based on a computerized information management system, which needs to be integrated and comprehensive. This system can effectively reduce duplication of effort and relieve burdensome paperwork.

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1398s

Phase-in Process (Continued)

<u>January 1,</u> <u>1989</u> (Continued)	Previously cited Indicators plus: <u>School</u>	<u>District</u>	<u>State</u>
		◦ Percent SAT Test Takers*	◦ Percent SAT Test Takers*
		◦ Dropout Rate**	◦ Percent ACT Test Takers*
		◦ Percent Eligible for Free and Reduced Price Meals	◦ Dropout Rate**
			◦ Percent Eligible for Free and Reduced Price Meals

<u>January 1,</u> <u>1990</u>	Previously cited Indicators plus: <u>School</u>	<u>District</u>	<u>State</u>
	◦ No. Split-Grade Classrooms	◦ No. Split-Grade Classrooms	◦ No. Split-Grade Classrooms
	◦ No. Pupil/Teacher Ratio Exemptions Requested	◦ Operating Expenditure per Pupil	◦ Operating Expenditure per Pupil
	◦ No. Pupil/Teacher Ratio Exemptions Granted	◦ Expenditure by Fund	◦ Expenditure by Fund
	◦ Percent ACT Test Takers*	◦ Percent ACT Test Takers*	◦ Percent PSAT Test Takers*
	◦ Percent PSAT Test Takers*	◦ Percent PSAT Test Takers*	◦ Percent Advanced Placement Test Takers*
	◦ Percent Advanced Placement Test Takers*	◦ Percent Advanced Placement Test Takers*	◦ Percent Students Promoted
	◦ Dropout Rate**	◦ Percent Students Promoted	
	◦ Percent Students Promoted		

<u>January 1,</u> <u>1991</u>	Previously cited Indicators plus: <u>School</u>	<u>District</u>	<u>State</u>
	◦ Attendance Rate	◦ Attendance Rate	◦ Attendance Rate
	◦ Student Mobility	◦ Student Mobility	◦ Student Mobility
	◦ Average Class Size	◦ Average Class Size	◦ Average Class Size
	◦ Percent Enrollments in HS Math, Science, Social Science, English, Foreign Language	◦ Percent Enrollments in HS Math, Science, Social Science, English, Foreign Language	◦ Percent Enrollments in HS Math, Science, Social Science, English, Foreign Language
	◦ Amount Time Devoted to Math, Science, Social Science, English, Foreign Language	◦ Amount Time Devoted to Math, Science, Social Science, English, Foreign Language	◦ Amount Time Devoted to Math, Science, Social Science, English, Foreign Language
	◦ Percent Enrollments in General Ed., Vocational Ed., College Prep.	◦ Percent Enrollments in General Ed., Vocational Ed., College Prep.	◦ Percent Enrollments in General Ed., Vocational Ed., College Prep.

Better Schools Accountability: School,
County and State Report Cards

Executive Summary (Continued)

IMPACT

The full implementation of the Report Card policy will require a four-year phase-in process. See "Phase-in Process" attached.

As the policy is implemented, the major impact is upon curriculum, instruction, administration, and finance.

Instructional Impact. The Report Cards can have the following impact on instruction:

1. comparisons made possible by the Report Cards can be useful in developing and evaluating educational programs and will facilitate planning;
2. dissemination of the Report Cards can increase the awareness of parents, teachers, administrators, and other citizens, regarding the quality of public education, and
3. setting of goals can encourage cooperative planning by the educational community and can lead to improvement in education.

Administrative Impact. The Report Cards can have the following impact administratively:

1. increased data collection and management responsibilities at the classroom, school, county, and state levels;
2. increased flow of information from schools and counties to the state and from the state to schools and counties;
3. increased demand for new or improved data collection and management skills in classrooms, schools, counties, and state, thereby increasing the need for new or additional inservice training for service and professional personnel, and
4. improved public relations image efforts which prepare public and community to understand the Report Cards and to utilize the information positively and effectively, thereby increasing the demand for new or improved public relation skills of professional personnel in schools, counties, and state.

Financial Impact. The initial impact can be substantial. Costs vary greatly based on size and condition of current management information systems. The greatest impact can be on an improved understanding of needs which will lead to passage of levies, bond issues, and consolidation. Areas of impact are:

1. personnel for administration and data collection;
2. equipment and software for the processing and maintenance of this information;

Phase-in Process

As the current system is modified to meet the law and the state board's Master Plan, information required in the Report Cards will become available during a phase-in process. Modifications include revising existing and developing new data collection forms, statistical methods, and computer programs.

The phase-in process is necessary for the following reasons:

- 1) data at the school have not previously been collected for the purpose of school-by-school comparisons;
- 2) the collection of data for some indicators mandated by S.B. 14 have not been requested for any level, i.e., school, district or state;
- 3) formulas currently in use for some indicators were devised to generate district or state level statistics and cannot be applied to school level data; if used without modification or if not replaced, then these formulas will produce statistics which would not be comparable among schools, and
- 4) some statistics mandated by S.B. 14 were not previously called for and therefore no data nor formulas currently exist.

In the Report Cards which will be published by the dates shown, the following information will be reported by the level indicated:

<u>January 1,</u> <u>1989</u>	<u>School</u>	<u>District</u>	<u>State</u>
	° Pupil/Teacher Ratio	° Pupil/Teacher Ratio	° Pupil/Teacher Ratio
	° Pupil/Administrator Ratio	° No. Pupil/Teacher Ratio Exemptions Requested	° No. Pupil/Teacher Ratio Exemptions Requested
	° No. Teachers and Administrators by Educational Degree	° No. Pupil/Teacher Ratio Exemptions Granted	° No. Pupil/Teacher Ratio Exemptions Granted
	° Average Years Experience of Teachers and Administrators	° Pupil/Administrator Ratio	° Pupil/Administrator Ratio
	° Grade Range*	° No. Teachers by Educational Degree	° No. Teachers by Educational Degree
	° Enrollments by Grade*	° No. Administrators by Educational Degree	° No. Administrators by Educational Degree
	° Percent SAT Test Takers*	° Average Years Experience of Teachers	° Average Years Experience of Teachers
		Average Years Experience of Administrators	° Average Years Experience of Administrators
		° Names of Co. Board Members with Term Expiration Dates	° Names of Co. Board Members with Term Expiration Dates
		° Names of Co. Superintendent and Associate and Assistant Superintendents	° Names of Co. Superintendent and Associate and Assistant Superintendents

Phase-in Process (Continued)

(Continued)

- | | | |
|---------------------------------------|---|---|
| ◦ Operating Expenditure per Pupil | ◦ Attendance of Co. Board Members at Training | ◦ Attendance of County Board Members at Training |
| ◦ No. Waivers to Promotion Standard** | ◦ Attendance at Training of County Superintendent and Associate and Assistant Superintendents | ◦ Attendance at Training of State Board Members |
| ◦ Upcoming Year's Target | ◦ No. Waivers to Promotion Standard** | ◦ Attendance at Training of County Superintendent and Associate and Assistant Superintendents |
| | ◦ Upcoming Year's Targets | ◦ No. Waivers to Promotion Standard** |

January 1, 1992 Previously cited Indicators plus:

- | | | |
|---------------|-----------------|--------------|
| <u>School</u> | <u>District</u> | <u>State</u> |
| ◦ WV-STEP | ◦ WV-STEP | ◦ WV-STEP |
| | | ◦ NAEP |

January 1, 1994 Previously cited Indicators plus:

- | | | |
|-------------------|-------------------|-------------------|
| <u>School</u> | <u>District</u> | <u>State</u> |
| ◦ Graduation Rate | ◦ Graduation Rate | ◦ Graduation Rate |

*Required by proposed policy but not by S.B. 14, §18-2E-4, for Report Cards.

**Required by proposed policy and by §18-2E-5 (School Accreditation) but not by §18-2E-4, for Report Cards.

TITLE 126
PROCEDURAL RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2E-4
SERIES 190
POLICY 7300

Title: Better Schools Accountability: School, School District and Statewide School Report Cards

Section 1. General

1.1 These rules establish an accountability system for public education. Report cards for use at the school, county, and state levels will be developed and disseminated to parents and the public as well as educational leaders. The purposes are to provide identification of indicators of performance, establish methods for collecting and reporting data, and develop a format for three different report cards -- one for the school, one for the county school system, and one statewide.

1.2 Authority - 18-2E-4

1.3 Filing Date - _____

1.4 Effective Date - _____

Section 2. Indicators and Method of Prescribing Assessment

2.1 Indicators of student performance and other student data must be collected for comparison at the school level with school, county, state, regional, and national data.

2.1.1 Test results from NAEP (National Assessment of Educational Progress, criterion-referenced test) must be reported in the state report card. (Effective 1990-91)

2.1.2 Test results from WV-STEP (West Virginia Statewide Testing of Educational Progress) must be reported in the school, county, and state report cards. (Effective 1990-91)

2.1.3 School attendance rates must be recorded at the end of each year by giving the average daily attendance divided by the average daily membership to give the percent of attendance. (Effective 1989-90)

- [2.1.4] The percent of students promoted to the next grade will be determined at each grade level by dividing the number of students not promoted by the total enrollment at each grade level at the end of the school year. The number of waivers of the promotion standard granted will be reported. (Effective 1988-89 for percent of students not promoted and 1989-90 for number of waivers to promotion standard)
- 2.1.5 The graduation rate will be the percent of students who have graduated from all public high schools in the county school system. The percent is the total number of public high school graduates divided by the total number of ninth graders four years earlier, adjusted for transfers, and multiplied by 100. (Effective 1992-93)
- 2.1.6 Excluding initial enrollment, student mobility will be reported by giving percentages determined by transfers in and transfers out including preceding summer months divided by enrollment. (Effective 1989-90)
- 2.1.7 The percent of twelfth graders taking a college entrance examination will be reported. (College entrance examinations are limited to ACT and SAT.) (Effective 1988-89)
- 2.1.8 The percent of undergraduates taking the PSAT will be reported. (Effective 1988-89)
- 2.1.9 Dropout rate will be determined by percent of all students who leave a public school for any reason except death, before graduation, or without transferring to another school divided by enrollment. (Effective 1988-89 for school data)
- 2.1.10 The number of students who took advanced placement examinations shall be reported by subject area. (Effective 1988-89)
- 2.2 Indicators based on the relationship among students, personnel, classes, and courses will have data collected to compare conditions at the school, county, and state levels.
- 2.2.1 Average class size is determined by dividing the number of students enrolled in classes by the number of classes in session, excluding enrollments in library, study hall, physical education, special education, driver education, art, band/orchestra, and choir/music. (Effective 1989-90)

- 2.2.2 Percent of enrollments in grades 9-12 in high school foreign language, mathematics, science, English, and social science courses will be reported. (Effective 1989-90)
- 2.2.3 Percent of enrollments in college preparatory and vocational education will be reported. (Effective 1989-90)
- [2.2.4] Amount of time per day devoted to foreign language, mathematics, science, English, and social science at middle, junior high and high school will be reported. (Effective 1989-90)
- [2.2.5] Pupil-teacher ratio is determined by dividing the total number of pupils by the total number of classroom teachers on a FTE basis. (Effective 1987-88)
- [2.2.6] The number of requests for exceptions to pupil-teacher ratio as set forth in §18-5-18A and the number of exceptions granted are reported. (Effective 1988-89 for school data)
- 2.2.7 The pupil-administrator ratio is determined by dividing the number of pupils enrolled by the number of school administrators on a FTE basis. (Effective 1987-88)
- 2.2.8 The number of split grade classrooms are reported. (Effective 1988-89)
- 2.3 Indicators based on expenditures, economic conditions, personnel qualifications, and school size will have data collected for comparison at school, county, and state levels.
 - 2.3.1 Operating expenditures excluding debt services and capital expenditures per pupil are determined by dividing the total operating expenditure for the entire fiscal year by the average enrollment determined at the end of the school year. (Effective 1988-89 for county and state data and 1989-90 for school data)
 - 2.3.2 County instructional and noninstructional expenditures, using object and program-function dimensions (Handbook II, RR), will be provided as pie charts in the following areas: (Effective 1988-89)
 - Personnel Services (100)
 - Employee Benefits (200)
 - Purchased Professional Services (Consultants) (300)
 - Purchased Property Services (400)
 - Other Purchased Services (500)

Supplies (600)
 Property including acquisition for improvement,
 costs, improvement to buildings, and
 equipment (700)
 Other (800)
 Debt Services and Other Transfers (900)

2.3.3 The number of teachers and administrators at each educational level are reported at the school level. The number of administrators and the number of teachers at each educational level are reported at the county level. The educational levels are: Bachelors, Bachelors + 15, Masters, Masters + 15, Masters + 30, and Doctorate. (Effective 1987-88)

[2.3.4] The average degree classification and years of experience of administrators and teachers are reported for each school. The average degree classification and years of experience of administrators and average degree classification and years of experience of teachers will also be reported at the county level. (Effective 1987-88)

2.3.5 The report card will indicate the grade range of the school and enrollments, both graded and ungraded. (Effective 1987-88)

Section 3. Report Card Format and Process

- 3.1 Each county school system identifies a coordinator for report cards who serves as contact between the State Department of Education and the county school system and who oversees and coordinates data collection and reporting efforts and the duplication and dissemination of report cards, as stipulated in this policy. The name, title, and mailing address of this coordinator is forwarded to the state superintendent of schools within two weeks of the effective date of this policy.
- 3.2 Individual school report card data is transmitted in the form prescribed to the State Department of Education and returned to the county school system for dissemination.
- 3.3 Data is collected as per instructions which includes a common date for point-in-time data.
- 3.4 The subsequent year's goals are reported by and for the school and the county school system. Goals and measurable objectives are determined annually by each school and county board of education to correct deficiencies in performance of the school system. Evidence of attainment of goals is prominently reported in an appendix by the school or county school system.

- [3.5] Report cards are completed and disseminated prior to the first day of January each year and shall be based upon information for the current school year or for the most recent school year for which such information is available.
- 3.6 Instructions and guidelines for the collection of data and the reporting of data to the State Department of Education will be made available to county school systems on or before July 1 of that school year preceding dissemination of such data in the report card. The county board of education shall report information requested by the State Department of Education on the forms provided. The information must be certified by the county superintendent as accurate and complete and sent to the State Department of Education no later than September 15 for inclusion in the upcoming year's report card.
- 3.7 The county report cards shall be mailed from the State Department of Education to the county boards of education by December 1 of each year and shall be presented at or before the regular meeting in December of the county board. All data in the county and school report cards shall be made public information after the county report cards have been presented to the county board of education. After presentation at the December regular board meeting and prior to December 31 of that year, the county report card shall be made available to a newspaper of general circulation serving the county.
- 3.8 Individual school report cards must be mailed by the county school system or school using the U. S. Postal Service to the custodial parent or guardian of all children enrolled at that school.

Section 4. Certification of Training by Administrators and Board Members

- 4.1 Included on all county report cards is the listing of members of the board of education including their full name, term expiration date, and completion of required training which meets standards prescribed by the State Board, including number of hours of training received during the school term reported. (Effective 1989-90 for training attendance)
- 4.2 The report cards contain the names of the county superintendent and every assistant and associate superintendent and any training programs related to their area of school administration for the school term reported. (Effective 1989-90 for training attendance)

Section 5. Nontraditional Program Report (Effective 1990-91)

- 5.1 A nontraditional public school is defined as a public school, such as an alternative high school, established and funded by a

county board of education which deviates schoolwide from state requirements for at least one of the following and for which a waiver has been obtained:

- (1) roles for administrators, counselors, teachers, students;
- (2) patterns of governance, management, administration;
- (3) student reporting and evaluation methods;
- (4) methods of organizing and grouping;
- (5) uses of school day and year or amount of instruction;
- (6) graduation requirements, attendance, or promotion.

5.2 Nontraditional schools provide a report card with the following information:

- WV-STEP Results by Grade (if applicable)
- School Attendance Rates
- Student Mobility
- Pupil/Teacher Ratio
- Pupil/Administrator Ratio
- Operating Expenditure per Pupil (if applicable)
- Number of Administrators and Teachers at Each Educational Level
- Average Years Experience of Administrators and Teachers
- Upcoming Year's Targets

Section 6. Other Information Collected and Available for Reporting Through the Better Schools Accountability Report Card Process

- 6.1 A great deal of additional information relative to education in West Virginia at all levels is required to be collected other than for information to be reported by the School Report Cards. This additional information is required as a result of federal policies, other State Code, State Board policies, school accreditation, and goals of the State Board. Some of this information not previously required by this regulation (Policy 7300) but required by one of the above mentioned criteria is reported in the state and county report cards to aid administrative decision making.
- 6.2 Information listed below is reported at the county and state levels and is used primarily for county school system level administration. In all instances this information is reported longitudinally permitting trend analysis: state-county testing program results; vocational placement; population size; adult population education; economic level; number of professional, service and support personnel; number of teachers by programmatic areas; number of Chapter I reading and math teachers; number of principals and assistant principals; tenure of county superintendents; number of professional educators per 1,000 adjusted enrollment; number of service personnel per 1,000

adjusted enrollment; number of new professional staff employed; number of permits issued by type; number of licenses revoked; state level conference attendance; number of textbook exemptions; number of graduation attendance requirement exceptions; adult basic education enrollment; Job Training Partnership Act (JTPA) enrollment; community education enrollment; number of students served by ECIA; average salaries for teachers and service personnel; ECIA allocations; school facilities bonds; school construction project allocations; total assessed valuations; per pupil levies; net debt service levies; number of schools; nonpublic school enrollment; number of compliance citations for county accreditation; special education due process hearing information; number of schools with partnerships with businesses; number of schools with volunteers; state beautification program participation; number of schools with active parent-teacher groups; number of schools with contest and events opportunities; cooperative education enrollment; portion of school population eligible for free/reduced price meals; portion of school population receiving special education services; student rate of educational programs; portion of school population by degree aspirations; portion of school population by college financial need; portion of school population receiving child nutrition services; number of facilities projects approved and completed; number of regular school buses; appropriation for bus replacement; number of buses purchased on bids; number of pupils transported; number of miles traveled; cost per mile; number of accidents.

- 6.3 Information listed below is reported only at the state level in addition to the items listed in 6.2 and is used primarily for state level administration. In all instances this information is reported longitudinally permitting trend analysis: writing assessment results; Chapter I results; number of teachers by gender; principals by gender; continuing education attendance; preprofessional testing results; number of college graduates in education; writing assignment information; veterans education enrollment; general, special, and vocational education program information, i.e., enrollment, staff development and teachers certified; state budget expenditures; educational allocations from general revenues; number of schools with test results at or above 40 percentile; preschool enrollment; portion of school population with limited English; number of resident births by teen mothers; number of student accomplishments; number of honor courses taken; years of study in program areas; students' planned majors in college.

[] Amendments have been proposed for consideration by the State Board of Education and subsequently by the Legislature.

12/20/88

0531v

RESPONSE FORM
 PROPOSED POLICY ON BETTER SCHOOLS ACCOUNTABILITY: SCHOOL,
 SCHOOL DISTRICT, AND STATEWIDE SCHOOL REPORT CARDS

Directions: Please use this form in commenting on the Proposed Policy on Better Schools Accountability: School, School District, and Statewide School Report Cards.

Individual/Organization _____

Address _____

PROPOSED POLICY SECTION(S)	COMMENTS and SUGGESTIONS For "additions" -- please underscore For "deletions" -- please strike through

RETURN TO:

John E. Cook, Assistant Bureau Chief
 Administration and Planning
 Bureau of Vocational, Technical and Adult Education
 West Virginia Department of Education
 1900 Washington Street, East
 Building 6 - Room B-221
 Charleston, West Virginia 25305



MEMORANDUM

TO: Persons Addressed

FROM: John Pisapia
State Superintendent of Schools

SUBJECT: Proposed Policy 7300 -- Policy on Better Schools Accountability:
School, School District, and Statewide School Report Cards

DATE: January 13, 1989

Attached are the executive summary and the proposed Policy on Better Schools Accountability: School, School District, and Statewide School Report Cards received by the State Board of Education at its January 13, 1989, meeting. This policy is being distributed for public comment prior to action being taken at the March, 1989, meeting.

Any comments concerning the proposed policy are to be recorded on the attached "Response Form" and returned to Mr. John E. Cook.

JP:pep
89-1281

Attachments

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