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<p><b>PRESTON COUNTY BOARD OF EDUCATION</b></p> <p><b>FILE: 9 - SCHOOLS AND SCHOOL SYSTEM ASSESSMENT AND EVALUATION</b></p> <p><b>File: 9-1 Assessment of Student Growth and Progress</b></p>	<p><b>Last Reviewed: 8-9-10</b></p> <p><b>Next Review: 7-1-12</b></p>
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The Preston County Board of Education shares the concern of the West Virginia Board of Education for the quality of educational programs in the schools; therefore, it shall be the policy of this Board to comply with all State Department of Education regulations regarding the assessment of student growth and progress. All assessment data shall be used to improve the educational program for individual students, individual schools, specific programs of study, and the county education program as a whole.

The assessment program shall consist of both standardized and teacher constructed forms of assessment. All students in the school, including those with disabilities, must participate in the state assessment program as defined in *SBP 2340, West Virginia Measures of Academic Progress Program*. An Individualized Education Program (IEP) or a Section 504 Plan specifies how a student with disabilities will participate in the statewide assessment program. Assessments given in grades K-2 will not be used as a basis for accreditation or other high stakes purposes. Selected schools will participate in the National Assessment of Education Progress (NAEP) testing program. The school assessment program includes non-standard assessment processes and procedures such as portfolios, observation data, performance and achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher.

Each county, school, and teacher must have a system for analyzing, interpreting, and using student performance data prior to the beginning of the school year. The data are to be used to identify and assist students who are not at mastery level in their achievement of state and county board approved content standards and objectives.  
**(WVC §18-2-5, §18-2E-1, §18-2E-1a, §18-2E-2, §18A-3-6; SBP 2320, 2340 and 2510)**

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**R 9-1-1 Student Assessment Regulations**

- ❖ All public school students enrolled in grades 3-11 shall be assessed at the grade level in which they are enrolled by the WESTEST 2 or the West Virginia Alternate Performance Task Assessment (hereinafter APTA) (grades 3-8 and 11) in the spring of each year.
- ❖ All LEP public school students shall participate in the WESTEST 2 or APTA in the grade level in which they are enrolled. The LEP Committee will determine the appropriate accommodations if any (*SBP 2417, Programs of Study for Limited English Proficiency Students*) using the LEP Assessment Participation Document.
  - When the limited English proficient student is identified as a student with a disability under *SBP 2419, Education of Exceptional Students* the IEP Team will determine the appropriate assessment and accommodations to be implemented in addition to the accommodations required by the LEP Assessment Participation Document.
  - When the limited English proficient student is identified as a student with a disability under Section 504, the Section 504 Committee will determine the student's appropriate accommodations.

- ❖ All public school students with disabilities who are eligible for services as defined in SBP 2419 shall participate in the WESTEST 2 or APTA in the grade level at which they are enrolled with appropriate accommodations, if any, as determined by their IEP Team.
  - All public school students with significant cognitive disabilities who are unable to take the WESTEST 2 and who meet the criteria for participation in the APTA as determined by their IEP Teams shall participate in the APTA.
    - The documentation procedure for ensuring IEP accommodations are provided on WESTEST 2 and APTA must be followed, as per WVS.326 outlined in the West Virginia Guidelines for Participation in State Assessments.
  - All public school students with disabilities as defined by Section 504, who do not have an IEP, shall participate in the WESTEST 2 in the grade level in which they are enrolled. Appropriate accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan.
  - All public school eligible students with disabilities under SBP 2419 whose IEP placement is Special Education: Out-of-School Environment, are to be assessed at the school in which the student is enrolled or an alternate testing site approved by the County Test Coordinator. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy.
- ❖ All public school students enrolled in 3-11 grades, except those participating in the APTA shall participate in the WESTEST 2 Online Writing.
  - Students with disabilities, except those participating in APTA, participate in the WESTEST 2 Online Writing with appropriate accommodations, if any, as determined by their respective IEP Teams, Section 504 Committees, or LEP Committees.
  - Limited English proficient students except those participating in APTA, participate in the WESTEST 2 Online Writing with appropriate accommodations, if any, as determined by their respective IEP Teams, Section 504 Committees, or LEP Committees.
- ❖ All public school students enrolled in the 8th grade, except those participating in APTA shall participate in the ACT EXPLORE assessment with accommodations as determined by their respective IEP Teams, Section 504 Committees or LEP Committees in the fall of each year.
- ❖ All public school students enrolled in 10th grade, except those participating in the APTA shall participate in the ACT PLAN assessment with accommodations as determined by their respective IEP Teams, Section 504 Committees, or LEP Committees in the fall of each year.
- ❖ All public school students enrolled at grades 4, 8 and 12 who are part of the NAEP state sample shall participate in the NAEP, a component of the WV-MAP. The participant(s) of this test will be determined by a random sample at the national level. All students on the school roster shall be given the opportunity for selection. Students participating in APTA and students with IEPs, 504 Plans, or LEP Assessment Participation Forms who cannot be accommodated by NAEP may be excluded from participation or assessed and not scored after having been randomly selected.

- ❖ All homebound public school students are to be assessed at the schools in which the students are enrolled or at alternate testing sites approved by the County Test Coordinators. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy. Appeals are available for those students who are too medically fragile to be assessed or who have other medical emergencies as documented by a physician. The appeals form is located at <http://oepa.state.wv.us>.
- ❖ All public students enrolled in alternative education programs shall participate in the WV-MAP. The test scores for students in alternative programs shall be aggregated in the results of the home county/school of referral as defined by *SBP 2418, Alternative Education Programs for Disruptive Students*.
- ❖ Home instructed (home schooled) students may participate in the WV-MAP under standard conditions administered in the public schools of the county in which they reside. Students may participate provided that the home instructor notifies the County Test Coordinator of the intention to participate at least two months prior to the testing window. Home instructed students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an Examiner/Proctor/Scribe and signed the WVBE Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement, and 2) a test date by the County Test Coordinator during the testing window. All educators and non-public school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. Violations of this policy shall result in the loss of testing privileges.
- ❖ All private and parochial school students may participate in WV-MAP. Annually, the private and parochial school administrator(s) must notify the County Test Coordinator of the school's intent to participate at least two months prior to the testing window or by a date determined by the County Test Coordinator. The County Test Coordinator, not the private or parochial school, will receive all testing material and release the testing materials to the school official after that official and/or the Principal has completed the required training and signed the WVBE Principal and/or Building Level Coordinator Secure Materials and Test Procedures Agreement (required annually). All educators and non-public school students participating in the assessments of the WV-MAP shall be required to follow all testing guidelines and procedures set forth in this policy. All educators who have access to secure test materials must be trained annually; the training dates will be determined by the Principal or Building Level Coordinator of the participating private/parochial school. Violations of this policy shall result in the loss of testing privileges.
- ❖ Each county board of education shall establish a local system to analyze the assessment results, evaluate pupil, school, and LEA performance related to test results, use the data to increase student learning and improve school achievement according to *SBP 2320, A Process for Improving Education Performance Based Accreditation System* (hereinafter SBP 2320).
- ❖ The WVBE shall provide an appeal process for LEAs that believe there are statistical errors in the assessment data. This appeal process shall be available to the County Superintendent as per *SBP 2320*.

## **R 9-1-2 Administration Regulations**

- ❖ The WV-MAP assessment shall be administered according to the schedule published by the WVDE, Office of Student Assessment Services. A reasonable effort shall be made to provide each student with a make-up test during the scheduled testing window.
  - The State mandated testing window must be followed by all school systems unless prior approval from the WVDE has been obtained through a written request to extend the window due to unforeseen barriers or hardships. At no time may the window be extended without said approval.
- ❖ The WV-MAP assessment program shall be managed by the County Test Coordinator who has completed training in administering the testing instruments used in this program. The County Test Coordinator shall be available either in person or by telephone during the testing windows for any questions/concerns.
  - Counties shall ensure that all appropriate central office staff are trained on security and school personnel are adequately trained in administration and security of WV-MAP assessments and the interpretation and use of test data.
  - Counties shall ensure that Principals and Building Level Coordinator(s), when designated by the Principal, will deliver adequate training and professional development to all educators who administer and/or proctor state assessments.
  - Each County Test Coordinator shall develop and implement procedures regarding the administration of the WV-MAP and shall collaborate with central office staff and school personnel to develop and implement procedures for the analysis, and application of test results.
- ❖ Public/private/parochial school teachers shall administer any portion of the WV-MAP for children as assigned by the Principal or Building Level Coordinator.
  - All requirements stipulated in the Appendices of the WVBE Policy 2340, WV-MAP will be adhered to in all test administration.
  - Any West Virginia public/private/parochial school employee involved in any phase of the testing program shall be trained in secure materials and/or assessment administration procedures as defined in policy.
  - Examiners shall be currently employed educators and/or approved employees of the state, county or Regional Education Service Agency (hereinafter RESA), or educators of a private or parochial school with a valid West Virginia teaching license who have been trained and signed a WVBE Examiner's /Proctor's /Scribe's *Secure Materials and Test Procedures Agreement*.
  - Counties shall ensure that all Principals and Building Level Coordinators, as well as all other appropriate central office and school building level professional staff and personnel are, as appropriate, adequately trained in test administration, interpretation and use of test data. All irregularities that represent cheating, security breaches, testing administration breaches or copyright infringements shall be reported according to guidelines outlined in the applicable *Secure Materials and Test Procedures Agreement*.

- Principals/Building Level Coordinators at private and parochial schools that administer any portion of the WV-MAP are required to have a valid West Virginia teaching license as do public school Principals and Building Level Coordinators.
- ❖ All irregularities of student misconduct that represent student cheating, security breaches, testing administration breaches or copyright infringements shall be reported according to guidelines outlined in the applicable *Secure Materials and Test Procedures Agreement*.
- Any alleged cheating, security breach, testing administration breach or copyright infringement shall be reported according to the following protocol:
  - Any alleged breach that occurs in the school shall be reported to the school Principal.
  - Principals shall report alleged breaches to the County Test Coordinator.
  - County Test Coordinators shall report alleged breaches to the County Superintendents and to the Office of Student Assessment Services, WVDE.
  - The Office of Student Assessment Services, WVDE shall report alleged breaches to the Office of the State Superintendent of Schools, WVDE.
  - The Office of Student Assessment Services, WVDE and the WVDE hold the authority to determine whether or not a breach form of the test will be administered.
  - When the circumstances of reporting an alleged breach directly to an administrator may place an informant in jeopardy, the alleged breach shall be reported directly to the Office of Student Assessment Services, WVDE which represents the State Superintendent of Schools.
- ❖ Any West Virginia private/parochial school employee involved in any component of the testing program shall be trained in appropriate assessment administration and test security procedures. Test administrators shall hold a valid West Virginia teaching license.
- ❖ All allowable testing accommodations identified on the student's IEP, Section 504 Plan, or LEP Assessment Participation Form must be provided during the test administration, as established in his/her plan. Students needing accommodations will be identified by the Principal or Building Level Coordinator and the designated accommodations shall be implemented by the examiner.
- ❖ Any person who transcribes must: (1) be a trained examiner as defined by Policy 2340; (2) sign the *Scribe Verification Form* at the conclusion of the transcription; and (3) list the names of the students whose work was transcribed, students' enrollment grade and the parts of the test that were transcribed. The form is to be sent to the Principal or Building Level Coordinator upon completion.

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### **R 9-1-3 Reporting to Parents and Students Regulations**

All students who participate in the WV-MAP and their parents/guardians shall be provided the individual student assessment results, with the exception of NAEP. The availability for explanation and interpretation of those results will be provided by professional staff at each school under the direction of the Principal or Building Level Coordinator.

- ❖ The WVDE is required to publicly report scores for WESTEST and APTA only, as per NCLB. Performance data on individual students, schools, and counties are made available for ACT EXPLORE, ACT PLAN, and Writing Assessment through reports provided by the WVDE.
- ❖ West Virginia NAEP assessment results for grades 4 and 8 are aggregated by state and are not currently available for individual students, schools, or counties. The release of NAEP results is determined by NAGB and announced by the State Superintendent of Schools or designee. Explanation and interpretation of NAEP results in the context of state, regional, and national results are available at the NCES web site.

The WVDE shall release student, school, LEA, and statewide assessment results, as per the state and federal requirements.

- ❖ The WVDE shall release to the public only those results that do not identify a student or small group of students in accordance with FERPA. A federally approved “n” count shall be used to protect personally identifiable student data.
- ❖ Current secure test materials and test items will not be released.

In order to facilitate instruction and school improvement, the professional staff under the direction of the Principal shall be provided assessment data (except NAEP) by individual, grade level, and subgroup for the students in their schools and/or classrooms.

Individual student results will be released by the school to parents/guardians and to the teachers to whom the students are assigned. Performance shall be reported as novice, partial mastery, mastery, above mastery and distinguished based upon cut scores for each assessed content area. [Cut scores are established in the technical report for the appropriate assessment.]

State, county, and school WESTEST and APTA results shall be disaggregated and reported by the WVDE, as required by NCLB.

- ❖ Performance on the WESTEST and on the APTA shall be reported by state, county, and school in terms of the percentage of students who achieved at each performance level in each grade by subgroup in all content areas.
- ❖ School performance on the WESTEST and APTA shall be reported in terms of the percentage of students who achieved a minimum level of mastery in order to meet adequate yearly progress (AYP) in each subgroup in the required content areas.

The WVDE reporting requirements may be met by any or all of the following: hardcopy, CD, DVD, Web-based, or other digital media.

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#### **R 9-1-4 Security Regulations**

Only secure test materials shall be used in conjunction with the WV-MAP. Apart from the scheduled test administration to students, the use of secure test materials (paper and electronic) to retain, reproduce, paraphrase, or discuss in any manner the booklets or excerpts from the booklets is unethical

and inappropriate. A County Test Coordinator, Principal, Building Level Coordinator, or County/School Personnel found to have inappropriately used test materials in this manner will be subject to penalties, including but not limited to, revocation of professional license, as set forth in §126-14-8 Investigation of Alleged Breach of Testing Security/Copyright Infringement.

### **Responsibilities of the Coordinator**

The county test coordinator shall acknowledge that all test materials within the WV-MAP are secure by completing the required training for each assessment and by reviewing, signing and returning the *WVBE County Test Coordinator's Secure Materials and Test Procedures Agreement (Appendix B, SBP 2340)* to the West Virginia Department of Education prior to the 15<sup>th</sup> day of September each year

Apart from the scheduled test administration to students, secure test materials shall be stored in a locked and secured, central location by the county test coordinator consistent with test security procedures outlined in the *Testing Code of Ethics (Appendix A, SBP 2340)*.

### **Responsibilities of the Principal**

The school principal shall acknowledge that all assessments within the West Virginia Measures of Academic Progress (WV-MAP) are secure tests by completing the required training for each assessment and by reviewing, signing and returning the *WVBE Principal's Secure Materials and Test Procedures Agreement (Appendix C, SBP 2340)* to the county test coordinator prior to the last day of September each year. This agreement must be on file with the county test coordinator before any test administration materials will be released to the principal.

- ❖ The Building Level Coordinator, if applicable, shall acknowledge that all assessments within the WV-MAP are secure tests by completing the required training for each assessment and by reviewing, signing and returning the *WVBE Building Level Coordinator's Secure Materials and Test Procedures Agreement (Appendix D)* to the County Test Coordinator prior to the last day of September each year. This agreement must be on file with the County Test Coordinator before any test administration materials will be released to the principal.
- ❖ Test materials must be stored in locked and secured central locations prior to and following each daily testing session. Test materials are to be stored in a school in accordance with the administration guidelines of each assessment. Access to secure test booklets and answer sheets by all persons other than the County Test Coordinator, Principal, and Building Level Coordinator shall be restricted to the scheduled dates of test administration as outlined in the *Testing Code of Ethics (Appendix A)*.
- ❖ Individual student test data will be stored in a locked and secured area. All personally identifiable student test data will be maintained under conditions consistent with the requirements of FERPA.

- ❖ The test administration area shall be maintained in a secure manner accessible only to those students to whom the assessment is being administered, the Examiners, the Principal and/or the Building Level Coordinator(s), and authorized County/School Personnel.

### **Responsibilities of the Examiner**

The examiners shall acknowledge that all assessments within the WV-MAP are secure tests by completing the required training for each assessment and by reviewing, signing and returning the *WVBE Examiner's/Proctor's/Scribe's Secure Materials and Test Procedures Agreement (Appendix E)* to the appropriate test administrator five instructional days prior to the beginning of testing each year. This signed agreement must be on file with the Principal and verification of all trained personnel with signed security agreements for each assessment must be on file with the County Test Coordinator/Principal five instructional days prior to the beginning of testing each year.

The examiners shall not review any specific information from secure tests with students or use the information to create review worksheets or any other test item related aids that would improve students' test scores.

### **Reporting Violations of Security Regulations**

The WVDE and OEPA will routinely review county, school and classroom test data reports to identify irregularities in testing security procedures, modifications of test answer sheets, or other alleged unethical practices. The repercussions for testing security violations and/or copyright infringements are outlined in §126-14-8 Investigation of Alleged Breach of Testing Security/Copyright Infringement and *SBP 2320*.

Any alleged cheating, security breach, testing administration breach or copyright infringement shall be reported according to the following protocol:

- ❖ Any alleged violation that occurs in the school shall be reported to the school principal.
- ❖ School principals shall report alleged violations to the county test coordinator.
- ❖ The county test coordinator shall report alleged violations to the Superintendent and to the Office of Student Assessment Services, WVDE.
- ❖ The Office of Student Assessment Services/Legal shall report alleged breaches to the Office of the State Superintendent of Schools, WVDE
- ❖ The Office of Student Assessment Services and the WVDE hold the authority to determine whether or not a breach form of the test will be administered.
- ❖ When the circumstances of reporting an alleged breach directly to an administrator may place an informant in jeopardy, said alleged breach may be reported directly to the Office of Student Assessment Services, WVDE which represents the State Superintendent of Schools.

### **Investigation of Security Violations**

Any written complaint and/or oral report of alleged cheating, security breach, testing administration breach or copyright infringement shall be reported immediately, according to the protocol set forth in §126-14-7.7 of this policy, to the Principal or County Test Coordinator with a copy to the County Superintendent (or organization) in which the alleged breach(es) occurred.

The County Test Coordinator shall immediately contact the Office of Student Assessment Services, WVDE, which will advise the county about the procedures to follow regarding any investigation.

All complaints, whether reported by a named individual or anonymously, will be reviewed and a decision will be made as to whether an investigation will be conducted.

An investigation must occur in a timely and efficient manner and shall be jointly conducted by the designated staff of WVDE and the County Superintendent (or the designated staff) of the county in which the alleged breach occurred, or solely conducted by the staff of WVDE when requested by the County Superintendent.

The investigation must, at a minimum, consist of personal interviews with the reporter, if known; the individual(s) against whom the allegation(s) is/are filed; and any other individual who may have knowledge of the alleged incident.

- ❖ The investigative team must take immediate steps to protect the rights of the complainant, students, teachers, administrators, and other personnel including the individual(s) against whom the allegation(s) is/are made pending the completion of an investigation of cheating, a security breach, a testing administration breach or copyright infringement. Therefore, the local school district shall maintain confidentiality and shall not conduct investigations at the county level prior to notification to the West Virginia Department of Education.
- ❖ The investigation may also consist of any other methods and review of the circumstances deemed pertinent by the investigators within the bounds of the law.

Upon completion of the investigation, written findings and final recommendations based on all the facts and surrounding circumstances must be submitted within ten working days to the Office of the State Superintendent of Schools followed by a copy to the County Superintendent and shall include:

- ❖ A determination of whether a breach did or did not occur or whether a breach could not be determined; and
- ❖ If a violation has been determined, one or more of the following recommendations shall be made:
  - invalidating the test scores of students/classes/schools/county;
  - if the testing window has not closed, retesting of students with the equivalent form of the test will be considered with the county (or school if requested by county) assuming the cost of both purchasing and scoring of the equivalent form;
  - re-aggregating the test data for valid test results for students school/county/state; and
  - using the equivalent form in the next year's administration for the affected grades.

Upon receipt of the investigative team's findings the County Superintendent may request in writing any recorded conversations, written statements, and/or other documents or materials obtained during the investigation. The requested materials shall be mailed to the County Superintendent via certified mail with proof of receipt.

Within 60 days of receipt of the letter from the State Superintendent of Schools accepting the recommendations of the investigative team, the County Superintendent shall report in writing to the State Superintendent of Schools any action taken. This report shall include the following:

❖ Action taken by the County Superintendent:

- no action;
- written reprimand;
- improvement plan; or
- other.

❖ Action taken by the county board:

- no action;
- suspension;
- termination; or
- other.

Within 90 days of the receipt of the county's written report, the State Superintendent of Schools will review the action taken by the county to determine whether to close the case or to initiate licensure revocation. The County Superintendent and individual(s) against whom the complaint was filed will be notified of the decision within said timeframe.

The State Superintendent of Schools may revoke the teaching license of any person who commits acts of immorality or untruthfulness (WVC §18A-3-6) or decline to grant a license or a license renewal for not being of good moral character or mentally or emotionally qualified to perform the duties of a teacher (WVC §18A-3-2a) to any person who knowingly and willfully acted with the intent to compromise the integrity of assessments in the WV-MAP. Behavior giving rise to such action by the State Superintendent includes but is not limited to:

- ❖ giving unauthorized access to secure test questions and/or answer keys or infringement of copyrighted materials;
- ❖ retaining, reproducing, paraphrasing, or discussing all or any portion of a secure test;
- ❖ prompting or assisting examinees during testing or altering examinees' responses in any way;
- ❖ providing a false certification on any WVBE Secure Materials and Test Procedures Agreement or County/School Personnel Secure Materials Agreement;
- ❖ manipulating the test administration, demographic data, or the students' answers or data; or
- ❖ participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in SBP 2340, WV-MAP and WVC §18-2E-1a.

The WVBE in conjunction with the State Superintendent of Schools shall have the authority to enforce copyright laws to ensure the integrity of the assessments in the WV-MAP, WVC §18-2E-1a(4).

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Adopted: August 9, 2010  
Amended/Revised:

<p><b>PRESTON COUNTY BOARD OF EDUCATION</b></p> <p><b>FILE: 9 - SCHOOLS AND SCHOOL SYSTEM ASSESSMENT AND EVALUATION</b></p> <p><b>File: 9-2 Performance Based Accreditation System</b></p>	<p><b>Last Reviewed: 8-9-10</b></p> <p><b>Next Review: 7-1-12</b></p>
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The Office of Education Performance Audits was created by the legislature to measure the quality of the educational program offered to students in West Virginia's schools. The Preston County Board of Education accepts its role in fulfilling that mission by declaring the following policies and procedures.

**R 9-2-1 Annual Measures of Student Performance and Progress**

Under the comprehensive statewide student assessment program, the assessment results for grade levels three through eight and eleven are the only assessment results which may be used for determining whether any school or school system has made adequate yearly progress (AYP).

Further, only the assessment results in the subject areas of reading/language arts and mathematics may be used for determining whether a school or school system has made adequate yearly progress (AYP)

The results of the West Virginia writing assessment, the ACT EXPLORE assessments and the ACT PLAN assessments may not be used for determining whether a school or school system has made adequate yearly progress (AYP).

The results of testing or assessment instruments provided by the state board for optional use by schools and school systems to promote student achievement may not be used for determining whether a school or school system has made adequate yearly progress (AYP).

**Optional Testing and Assessment Instruments:**

The state board may provide through the statewide assessment program other optional testing or assessment instruments applicable to grade levels kindergarten through grade twelve which may be used by each school to promote student achievement upon approval by the school curriculum team or the process for teacher collaboration to improve instruction and learning established by the faculty senate as provided in §18-5A-6. The state board shall annually publish and make available, electronically or otherwise, to school curriculum teams and teacher collaborative processes the optional testing and assessment instruments.

A school may not be cited in any accreditation review for not using optional testing and assessment. Nor may the school or its principal be cited, in an accreditation review or the principal's personnel evaluation, for exercising discretion in using the assessments, and for implementing instructional strategies and programs that the school determines best to promote student achievement. (WVC §18-2E-5)

**Annual performance measures for the No Child Left Behind Act of 2001**

The following annual measures of student, school and school system performance and progress shall be the only measures for determining whether adequately yearly progress under the No Child Left Behind Act has been achieved:

- ❖ The acquisition of student proficiencies as indicated by student performance and progress on the required accountability assessments at the grade levels and content areas as required by the Act;
- ❖ The student participation rate in the uniform statewide assessment must be at least 95 percent or the average of the participation rate for the current and the preceding two years is 95 percent for the school, county and state;
- ❖ Only for schools that do not include grade 12, the school attendance rate which shall be no less than 90 percent in attendance for the school, county and state. The following absences shall be excluded:
  - Student absences excused in accordance with the state board rules;
  - Students not in attendance due to disciplinary measures; and
  - Absent students for whom the attendance director has pursued judicial remedies compelling attendance to the extent of his/her authority.
- ❖ The high school graduation rate which shall be no less than 80 percent, for the school, county and state; or if the high school graduation rate is less than 80 percent, the high school graduation rate shall be higher than the high school graduation rate of the preceding year as determined from information on the WVEIS on the 15<sup>th</sup> day of August.  
(WVC §18-2E-5; SBP 2320)

*Special Note: All assessment provisions of the comprehensive statewide student assessment program in effect for the school year two thousand six--two thousand seven shall remain in effect until replaced by State Board rule.*

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## **R 9-2-2 School Accreditation Status**

The principal of each school shall, with the assistance of the Superintendent's office, prepare the necessary documents for an annual review of his/her school by the Office of Education Performance Audits. The West Virginia Board of Education annually shall review the information from the system of education performance audits submitted for each school and shall issue to every school one of the following: Exemplary accreditation status, full accreditation status, conditional accreditation status, temporary accreditation status, or seriously impaired status.

### **Exemplary Accreditation Status**

A school shall be awarded exemplary accreditation status by the West Virginia Board of Education when all the following performance measures listed are achieved and all the high quality standards are met.

- ❖ All schools will be ranked by the percent proficient in each subject (reading/language arts, math, science, and social studies) including the Writing Assessment. The schools earning the top combined ranking will be eligible for the next step of ranking on a student achievement index. All students in each school will be ranked by a student achievement index in each

- subject of reading/language arts, math, science, and social studies on the WESTEST and Writing Assessment with progressive weighting for scores at each performance level (.25 for Below Mastery, .5 for Mastery, .75 for Above Mastery, and 1.0 for Distinguished) and aggregated for a total ranking. The top 10 percent weighted ranking for elementary, middle, and high schools will be designated as Exemplary if other criteria are met.
- ❖ The student attendance rate is at or above 94 percent in the most recent year for which data are available.
  - ❖ The student graduation rate is at or above 85 percent.
  - ❖ The percentage of graduates of high schools who declare their intent to enroll in college and other post-secondary education is 55 percent.
  - ❖ The percentage of students who successfully complete Advanced Placement, dual credit, and honors classes as defined in *SBP 2510, Assuring the Quality of Education: Regulations for Education* is at or above five percent in high schools.
  - ❖ During an Office of Education Performance Audits review, a K-2 school will be assessed to determine if it qualifies as a Distinguished/Exemplary School. The review team will examine data presented by the school and determine if the school has 80 percent of the students proficient in reading and mathematics. Data and information to be examined by the review team may include but is not limited to the following: Individual student assessment data in reading and mathematics, research-based practices in reading and mathematics, successful acceleration/remediation programs, a structure to address the needs of special education students, strategies/programs which support a consistent method of teaching writing, and a program of studies aligned with the State curriculum standards.
  - ❖ Career and Technical Education Schools. Career and Technical Education Schools (hereinafter CTE) Exemplary Schools are those that have met standards on all determiners, and have a school average on State administered end-of-course technical skills tests given to students in that school during the previous school year as determined annually by the West Virginia Department of Education, Division of Technical and Adult Education Services. The determiners are: Academic Skill Proficiency, Technical Skill Proficiency, Placement, and Placement in Field.
  - ❖ Career and Technical Education Schools Status Determiners as determined annually by the West Virginia Department of Education, Division of Technical and Adult Education Services.
    - Academic skill proficiency. The percent of completers in all concentrations will be at or above the appropriate Work Keys reading and mathematics level for their concentration year as determined annually by the West Virginia Department of Education, Division of Technical and Adult Education Services.
    - Technical skill proficiency. 46.55 percent of students tested in each concentration will score 74 percent or better on the State administered end-of-course technical skills tests year as determined annually by the West Virginia Department of Education, Division of Technical and Adult Education Services.
    - Placement. The school average placement for secondary and adult completers for the year will be at least 90 percent per year as determined annually by the West Virginia Department of Education, Division of Technical and Adult Education Services.

- Placement in field. The school average rate of completers employed in a field related to their technical education concentration will be determined annually by the West Virginia Department of Education, Division of Technical and Adult Education Services.

### **Distinction Accreditation Status**

A school shall be issued distinction accreditation status when the school and its student performance is below the criteria for exemplary status but achieves in the upper quartile on the annual performance measures in Section §126-13-6, State Annual Performance Measures for School Accreditation Status and School System Approval Status.

### **Full Accreditation Status**

Full accreditation status shall be issued to a school when the school's performance and progress meet or exceed the standards adopted by the West Virginia Board of Education and the school does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education. A school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies.

### **Conditional Accreditation Status**

Conditional accreditation status shall be issued to a school when the school's performance and progress are below AYP, but the school's Electronic Strategic Improvement Plan has been revised to: improve performance and progress on the standard or standards achieve by a date or dates certain, the plan has been approved by the West Virginia Board of Education, and the school is meeting the objectives and time line specified in the revised plan.

### **Temporary Accreditation Status**

Temporary accreditation status shall be issued to a school when the school's performance and progress are below AYP for two (2) or more consecutive years. Schools and county school districts will be notified of any subgroup that initially has not met adequate yearly progress (AYP) in one year on any indicator; however, the school/county school district will be considered to have met the AYP standard and will not be identified as a temporary accreditation status school nor will the school/county school district be identified for improvement under §1116(b)(1)(A) NCLB. Schools and county school districts are encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

- ❖ Whenever a school is issued temporary accreditation status, the county board shall ensure that the school's Electronic Strategic School Improvement Plan is revised to increase the performance of the school to a full accreditation status level. The revised plan shall include objectives, a time line, and a plan for evaluation of the success of the improvements, cost estimates, and a date certain for achieving full accreditation status.
- ❖ The revised Electronic Strategic School Improvement Plan shall be submitted to the West Virginia Board of Education for approval.
- ❖ Schools receiving Title I Part A funding shall be identified for improvement under §1116(b)(1) through (14).

### **Low Performing Accreditation Status**

A school shall be considered low performing by the West Virginia Board of Education when one or more of the following conditions exist.

- ❖ The school falls below the criteria for full accreditation in three of the following performance measures: 5.1.1, student achievement; 5.1.2, participation rate; and 5.1.3, attendance rate or 5.1.4, graduation rate, as applicable.
- ❖ Low-performing accreditation status shall be given to a school whenever extraordinary circumstances exist as defined by the state board. These circumstances shall include, but are not limited to, any one or more of the following:
  - The failure of a school on temporary accreditation status to obtain approval of its revised electronic school strategic improvement plan within a reasonable time period as defined by the state board;
  - The failure of a school on conditional accreditation status to meet the objectives and time line of its revised electronic school strategic improvement plan; or
  - The failure of a school to meet a standard by the date specified in the revised plan; and
  - The results of the most recent statewide assessment in reading and math or other multiple measures as determined by the state board that identify the school as low performing at its programmatic level in three of the last five years.
- ❖ Extraordinary circumstances may also include the following: Physical or other abuse of students; inappropriate suspensions and/or expulsions; misappropriation of funds; misuse of public funds; falsification of reports and/or failure to submit required reports; violation of W.Va. Code and West Virginia Board of Education policies that impact the provision of an appropriate educational program; unhealthy or unsafe conditions for students and/or employees; or failure to provide a high quality and equal educational opportunity for students which can be directly attributed to deficiencies in leadership according to Section 7.12 and to the school's resources in facilities, personnel, curriculum, and/or equipment and materials. **(SBP 1340, Rules of Procedure for Hearings and Appeals)**

Whenever the state board determines that the quality of education in a school is low performing, the state board shall appoint a team of improvement consultants from the West Virginia Department of Education State System of Support to make recommendations for correction of the low performance. These recommendations shall be communicated to the county board and a process shall be established in conjunction with the State System of Support to correct the identified deficiencies. If progress in correcting the low performance as determined by the state board is not made within one year following the implementation of the measures adopted to correct the identified deficiencies or by a date certain established by the state board after at least one year of implementation, the state board shall place the county board on temporary approval status and provide consultation and assistance to the county board to assist it in the following areas:

- ❖ Improve personnel management;
- ❖ Establish more efficient financial management practices,; and
- ❖ Improve instructional programs and rules, or
- ❖ Make any other improvements that are necessary to correct the impairment.

If the school's low performance is not corrected by a date certain as set by the West Virginia Board of Education, the West Virginia Board of Education shall appoint a monitor who shall be paid at county expense to cause improvements to be made at the school to bring it to full accreditation status within a reasonable time period as determined by the West Virginia Board of Education. The monitor's work location shall be at the school and the monitor shall work collaboratively with the principal. At a minimum the monitor shall report monthly to the West Virginia Board of Education on the measures being taken to improve the school's performance and the progress being made. The reports may include requests for additional assistance and recommendations required in the judgment of the monitor to improve the school's performance, including, but not limited to, the need for targeting resources strategically to eliminate deficiencies.

The West Virginia Board of Education may determine, in its sole judgment, that the improvements necessary to provide a thorough and efficient education to the students at the school can not be made without additional targeted resources, in which case, it shall establish a plan in consultation with the county board that includes targeted resources under the control of the West Virginia Board of Education and the county board to accomplish the needed improvements. Nothing in this section shall be construed to allow a change in personnel at the school to improve school performance and progress, except as provided by law.

If the low performance is not corrected within one year after the appointment of a monitor, the West Virginia Board of Education may make a determination, in its sole judgment, that continuing a monitor arrangement is not sufficient to correct the low performance and may intervene in the operation of the school to cause improvements to be made that will provide assurances that a thorough and efficient system of schools will be provided. This intervention may include, but is not limited to, establishing instructional programs, taking such direct action as may be necessary to correct the impairments, declaring the position of principal is vacant and assigning a principal for the school who shall serve at the will and pleasure of and, under the sole supervision of, the West Virginia Board of Education: Provided, That prior to declaring that the position of the principal is vacant, the West Virginia Board of Education must make a determination that all other resources needed to correct the impairment are present at the school. If the principal who was removed elects not to remain an employee of the county board, then the principal assigned by the West Virginia Board of Education shall be paid by the county board. If the principal who was removed elects to remain an employee of the county board, then the following procedure applies:

- ❖ The principal assigned by the West Virginia Board of Education shall be paid by the West Virginia Board of Education until the next school term, at which time the principal assigned by the West Virginia Board of Education shall be paid by the county board;
- ❖ The principal who was removed shall be eligible for all positions in the county including teaching positions, for which the principal is certified, by either being placed on the transfer list in accordance with section seven, article two, chapter eighteen-a of W.Va. Code, or by being placed on the preferred recall list in accordance with section seven-a, article four, chapter eighteen-a of the W.Va. Code; and
- ❖ The principal who was removed shall be paid by the county board and may be assigned to administrative duties, without the county board being required to post that position until the end of the school term. The county board shall take no action nor refuse any action if the

effect would be to impair further the school in which the West Virginia Board of Education has intervened. The West Virginia Board of Education may appoint a monitor pursuant to the provisions of this subsection to assist the school principal after intervention in the operation of a school is completed.

Whenever a school is determined to be low performing and fails to improve its status within one year following state intervention in the operation of the school to correct the low performance, any student attending the school may transfer once to the nearest fully accredited school in the county, subject to approval of the fully accredited school and at the expense of the school from which the student transferred.

(WVC §18-2E-5, §18-9A-22, SBP 2320, 2510)

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### **R 9-2-3 School System Approval**

The Superintendent shall prepare the necessary documents for an annual review of the county system as a whole by the Education Performance Audits. The State Board of Education shall issue one of the following approval levels: Full approval, temporary approval, conditional approval, or non-approval.

#### **Full Approval**

Full approval shall be issued to a county board whose schools have all been issued full, conditional, or temporary accreditation status and which does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education. A fully approved school system in which such other deficiencies are discovered shall remain on full approval status for the remainder of the approval period and shall have an opportunity to correct those deficiencies.

#### **Conditional Approval**

Conditional approval shall be issued to a county board whose educational system is below the level required for full approval, but whose Electronic Strategic County Improvement Plan meets the following criteria: (i) the plan has been revised to achieve full approval by a date certain, (ii) the plan has been approved by the West Virginia Board of Education, and (iii) the county board is meeting the objectives and time line specified in the revised plan.

#### **Temporary Approval**

Temporary approval shall be issued to a county board whose educational system is below the level required for full approval. Whenever a county board is given temporary approval status, the county board shall revise its Electronic Strategic County Improvement Plan to increase the performance and progress of the school system to a full approval status level. The revised plan shall include objectives, a time line, and a plan for evaluation of the success of the improvements, a cost estimate, and a date certain for achieving full approval. The revised plan shall be submitted to the West Virginia Board of Education for approval.

### **Non-Approval Status**

Non-approval status shall be issued if the county board fails to meet the criteria established by the West Virginia Board of Education. A school system shall be designated as on non-approval status when one or more of the following conditions exist:

- ❖ The Board fails to submit and gain approval of its Electronic Strategic County Improvement Plan;
- ❖ The Board, after receiving temporary approval status, fails to submit its revised Electronic Strategic County Improvement Plan within thirty (30) days following written notification of the temporary approval status.;
- ❖ The Board, after receiving conditional approval status, fails to meet the objectives and time line of its revised plan;
- ❖ The Board, after receiving conditional approval status, fails to achieve full approval status by the date specified in the revised plan;
- ❖ The West Virginia Board of Education may issue non-approval status to a county board when extraordinary circumstances exist. Extraordinary circumstances are conditions that constitute major impediments to the provision of education programs and services for students. Extraordinary circumstances may include: Misappropriation of funds; misuse of funds; falsification of reports and/or failure to submit required reports; violation of W.Va. Code or West Virginia Board of Education policies that impacts the provision of an appropriate educational program; unhealthy or unsafe conditions for students and/or employees; failure to provide a high quality and equal educational opportunity for students, or deficiencies in leadership; or
- ❖ Whenever the Board has more than a casual deficit it shall submit a plan to the West Virginia Board of Education specifying strategies for eliminating the casual deficit. The West Virginia Board of Education shall either approve or reject the plan. If the Board fails to submit and gain approval for the plan before the end of the fiscal year after a deficit greater than a casual deficit occurred or if it fails to comply with an approved plan it may be designated as having non-approval status.

The Board recognizes that a non-approval rating will result in the State Board of Education declaring a state of emergency and the appointment of a team of improvement consultants to make recommendations as to how the emergency can be resolved. The team will have 60 days to make its recommendations to the State Board, which will approve them and submit them in writing to the county board. Failure to show improvement within six months of receiving the recommendations from the state board will result in the state board intervening in the operation of the school system to cause the necessary improvements to be made.

This intervention may include, but is not limited to the following:

- ❖ Limiting the authority of the Superintendent and Board as to the expenditure of funds, the employment and dismissal of personnel, the establishment and operation of the school calendar, the establishment of instructional programs and rules and any other areas designated by the West Virginia Board of Education by rule, which may include delegating decision-making authority regarding these matters to the state superintendent;

- ❖ Declaring that the office of the Superintendent is vacant;
- ❖ Delegating to the state superintendent both the authority to conduct hearings on personnel matters and school closure or consolidation matters and, subsequently, to render the resulting decisions, and the authority to appoint a designee for the limited purpose of conducting hearings while reserving to the state superintendent the authority to render the resulting decisions;
- ❖ Functioning in lieu of the board of education in a transfer, sale, purchase, or other transaction regarding real property; and
- ❖ Taking any direct action necessary to correct the emergency including, but not limited to, the following: (1) Delegating to the state superintendent the authority to replace administrators and principals in low performing schools and to transfer them into alternate professional positions within the county at his or her discretion; and (2) Delegating to the state superintendent the authority to fill positions of administrators and principals with individuals determined by the state superintendent to be the most qualified for the positions. Any authority related to intervention in the operation of a county board granted under this paragraph is not subject to the provisions of article four, chapter eighteen-a of the W.Va. Code. (WVC §18-2E-5(g))

The West Virginia Board of Education may intervene immediately in the operation of a county school system if the West Virginia Board of Education finds the following: (1) That the conditions precedent to intervention exist and that delaying intervention for any period of time would not be in the best interests of the students of the county school system; or (2) That the conditions precedent to intervention exist as provided in this section and that the West Virginia Board of Education had previously intervened in the operation of the same school system and had concluded that intervention within the preceding five years.

(WVC §18-2E-5, §18-9A-22, SBP 2320, 2510)

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#### **R 9-2-4 On-Site Reviews**

On-site reviews of schools and school systems which shall be conducted only at the specific direction of the West Virginia Board of Education upon its determination that the performance and progress of the school or school system is persistently below standard or that other circumstances exist that warrant an on-site review. An on-site review shall be conducted by the Office of Education Performance Audits of a school or school system for the purpose of investigating the reasons for performance and progress that are persistently below standard and making recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard. The investigation may include, but is not limited to, the following:

- ❖ Verifying data reported by the school or county board;
- ❖ Examining compliance with policies and laws affecting student, school, and school system performance and progress;
- ❖ Evaluating the effectiveness and implementation status of school and school system Electronic Strategic Improvement Plans.;

- ❖ Investigating official complaints submitted to the West Virginia Board of Education that allege serious impairments in the quality of education in a particular Pendleton County School or the school systems as a whole;
- ❖ Investigating official complaints submitted to the West Virginia Board of Education that allege that a school or the Board is in violation of policies or laws under which the school system operates; and
- ❖ Determining and reporting whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection of any compliance reviews or inspections conducted by the West Virginia Department of Education or its agents or other duly authorized agencies of the state, nor mandate more stringent compliance measures.  
**(WVC §18-2E-5, §18-9A-22, SBP 2320, 2510)**

The Director of the Office of Education Performance Audits shall notify the county superintendent of schools five school days prior to commencing an on-site review of the county school system and shall notify both the Superintendent and the principal five school days prior to commencing an on-site review of an individual school. In addition, the West Virginia Board of Education may direct the Office of Education Performance Audits to conduct an unannounced on-site review of a school or a school system if it believes circumstances warrant an unannounced on-site review

At the conclusion of an on-site review of a school system, the director and team leaders shall hold an exit conference with the Superintendent and shall provide an opportunity for principals to be present for at least the portion of the conference pertaining to their respective schools. In the case of an on-site review of a school, the exit conference shall be held with the principal and curriculum team of the school and the Superintendent shall be provided the opportunity to be present. The purpose of the exit conference is to review the initial findings of the on-site review, clarify and correct any inaccuracies, and allow the opportunity for dialogue between the reviewers and the school or school system to promote a better understanding of the findings.

The Office of Education Performance Audits shall report the draft findings of an on-site review to the county superintendent and the principals whose schools were reviewed within 30 days following the conclusion of the on-site review. The Office of Education Performance Audits shall report the findings of the on-site review to the West Virginia Board of Education within 45 days following the conclusion of the on-site review. A copy of the report shall be provided to the Process for Improving Education Council at its request.

If the Board believes one or more findings of a review are clearly inaccurate, incomplete or misleading, misrepresent or fail to reflect the true quality of education in the school or county, or address issues unrelated to the health, safety and welfare of students and the quality of education; it may appeal to the state board for removal of the findings.

If, during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report.

The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

If an acceptable plan is presented to the West Virginia Board of Education, the county board and school(s) shall implement the plan(s) in accordance with the date certain.

If the plan submitted to the West Virginia Board of Education is not acceptable, the Director of the Office of Education Performance Audits may return the plan for modification or has discretion to modify the plan in consultation with the county board and resubmit the plan to the West Virginia Board of Education as modified.

The on-site review process (a) requires the local school system to correct the deficiencies which are within its capacity to correct and (b) identifies those areas in which additional capacity may be needed.

**(WVC §18-2E-5; §18-9A-22; SBP 2320; SBP 2510)**

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## **R 9-2-5 Appeals Procedures**

The appeals procedure governs school and county school system performance data and the accuracy of a school's accreditation status and a county school district's approval status based on data or on-site review. Schools or county school districts may challenge the accuracy of performance data in terms of meeting performance measures relative to a school's accreditation status or a county school district's approval status.

**Appeal Levels.** A school or a county school district has five days upon receipt of the impending designation to appeal to the West Virginia Office of Education Performance Audits.

- ❖ **Level I** – Upon receipt of the appeal, the West Virginia Office of Education Performance Audits will review the appeal. The review may involve verifying performance data with the West Virginia Department of Education data collection personnel or those serving as team leaders. A written decision will be rendered and sent to the school and/or county school district within five working days of receipt of the appeal. If data are accurate and correctly applied, the appeal process shall be complete. If data are deemed inaccurate, as verified by the West Virginia Department of Education, the Office of Education Performance Audits will make appropriate adjustments. Reasons for any noncompliance will be provided.
- ❖ **Level II** – If the school or county school district is dissatisfied with the decision at Level I, they may request (within five working days of receipt of the Level I decision) a hearing before the Director, Office of Education Performance Audits, or designee with a written decision rendered within five working days of the hearing. If the appeal is based on data generated or observations made during an on-site review, the specific information leading to the noncompliance will be given.

- ❖ **Level III** – If the school or county school district is dissatisfied with the decision at Level II, they may submit an appeal (within five working days of receipt of the Level II decision) to the West Virginia Board of Education to be considered at its next meeting. The Board's review and decision would be based on the record of the decision established at Level II.  
(SBP 2320)

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Adopted: August 9, 2010  
Amended/Revised:

<p><b>PRESTON COUNTY BOARD OF EDUCATION</b></p> <p><b>FILE: 9 - SCHOOLS AND SCHOOL SYSTEM ASSESSMENT AND EVALUATION</b></p> <p><b>File: 9-3 Electronic County Strategic Improvement Plan</b></p>	<p><b>Last Reviewed: 8-9-10</b></p> <p><b>Next Review: 7-1-12</b></p>
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Pursuant to State Board policy and State Codes and State Board Policies, the Preston County Board of Education will work cooperatively with the Superintendent to develop a five-year Electronic County Strategic Improvement Plan. The plan shall address the need to improve student achievement and to better use instructional time and resources to maximize the effectiveness and efficiency of the instructional program. The writing of the plan shall be a cooperative effort involving county staff, the county steering committee, county staff development councils, technology team, and other stakeholders as appropriate.

The five-year Electronic County Strategic Improvement Plan must be initially presented to the State Board of Education by September 15, 2005. The plan shall be based on the Framework for High Performing 21<sup>st</sup> Century School Systems that contains at least the following:

- ❖ Procedures and activities to strengthen the county education program in order to increase student achievement and positively impact other student outcomes.
- ❖ 1) Core beliefs and mission, 2) data analysis, 3) improvement goals, 4) improvement objectives and benchmarks, 5) a work plan that includes action steps and professional development, 6) a system for monitoring and supporting the implementation and effectiveness of the work plan, 7) an evaluation process, 8) a budget and 9) annual planning updates for federal and state programs that meet the specific requirements of each program and support the goals and objectives of the plan.

The plan shall be revised annually and the plan shall include each annual performance measure which the school system fails to meet the standard for performance or progress, the action to be taken to meet each measure, a separate time line and a date certain for meeting each measure, a cost estimate and, when applicable, the assistance to be provided by the West Virginia Department of Education and other education agencies to improve school system performance and progress to meet the annual performance measure. The revised county plan also shall identify any deficiency reported on the checklists, including any deficit more than a casual deficit by the county board.

Preston County shall utilize the State Department’s Electronic School Strategic Improvement Plan boilerplate designed for use by all school systems that incorporates all required aspects and satisfies all improvement requirements of the *No Child Left Behind Act*.

The Performance Standards and High Quality Standards that must be reviewed to complete the task of writing improvement plans may be found in SBP 2320 and 2510. The expenditure of funds, both state and federal, that are allocated to and through the State Board of Education for the improvement of instruction and learning shall be addressed through the Electronic County Strategic Improvement Plan. These funds may include Step 7, Title I, Title VI, Title II, Title IV, and other supplemental funds or grants. Special conditions imposed by the federal or state government for spending of certain funds shall be obeyed.

The Office of Education Performance Audits and other monitoring processes used for Title I, special education, technical and adult education, and other programs will monitor the Electronic County Strategic Improvement Plan through the accreditation procedures conducted by those agencies.  
**(WVC §18-2E-5(b); SBP 2320; SBP 2510)**

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Adopted: August 9, 2010  
Amended/Revised:

<p><b>PRESTON COUNTY BOARD OF EDUCATION</b></p> <p><b>FILE: 9 - SCHOOLS AND SCHOOL SYSTEM ASSESSMENT AND EVALUATION</b></p> <p><b>File: 9-4 Electronic School Strategic Improvement Plan</b></p>	<p><b>Last Reviewed: 8-9-10</b></p> <p><b>Next Review: 7-1-12</b></p>
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Each school shall develop a five-year Electronic School Strategic Improvement Plan that must be initially presented to the State Board of Education by October 15, 2005. The Five-Year School Strategic Plan shall be designed to bring all students to mastery and beyond and to close the achievement gap. The plan shall also be based upon: 1) Core beliefs and mission, 2) data analysis, 3) improvement goals, 4) improvement objectives and benchmarks, 5) a work plan that includes action steps and professional development, 6) a system for monitoring and supporting the implementation and effectiveness of activities, 7) an evaluation process, 8) annual planning updates for federal and state programs that meet the specific requirements of each program and support the goals and objectives of the Plan, and 9) a budget. The plan shall be revised annually in each area in which the school is below standard on the annual performance measures.

The revised plan shall include each annual performance measure which the school fails to meet the standard for performance or progress, the action to be taken to meet each measure, a separate time line and a date certain for meeting each measure, a cost estimate and, when applicable, the assistance to be provided by the West Virginia Department of Education and other education agencies to improve school system performance and progress to meet the annual performance measure. The revised county plan also shall identify any deficiency reported on the checklists.

Preston County Schools shall utilize the State Department’s Electronic School Strategic Improvement Plan boilerplate designed for use by all school systems that incorporates all required aspects and satisfies all improvement requirements of the *No Child Left Behind Act*.

The plan is to be prepared by the Local School Improvement Council (LSIC) under the leadership of the principal and in cooperation with the faculty senate, school technology team, and the school curriculum team. These individual school plans will be a significant part of the annual Electronic County Strategic Improvement Plan.  
**(WVC § 18-2E-5(b); SBP 2320 and SBP 2510)**

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Adopted: August 9, 2010  
Amended/Revised:

<b>PRESTON COUNTY BOARD OF EDUCATION</b> <b>FILE: 9 - SCHOOLS AND SCHOOL SYSTEM ASSESSMENT AND EVALUATION</b> <b>File: 9-5 Endnotes</b>	<b>Last Reviewed: 8-9-10</b> <b>Next Review: 7-1-12</b>
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**ENDNOTES**

**File: 9 – Schools and School System Assessment and Evaluation**

**West Virginia Codes:**

<b><u>Code</u></b>	<b><u>Topic of the Code</u></b>
§ 18-1-4 -----	Educational Goals.
§ 18-2-5 -----	Power and duties of the State Board.
§ 18-2-6 -----	Alternative Programs.
§ 18-2E-1 -----	Legislative purpose for educational programs.
§ 18-2E-1a-----	Assessment and accountability programs.
§ 18-2E-2 -----	National assessment of educational progress program testing.
§ 18-2E-5 -----	Process for improving education; office of education performance audits. education standards; school accreditation and school system approval.
§ 18-9A-22 -----	Allowance to improve economies of scale of low enrollment counties.
§ 18A-3-2a-----	Authority of the State Superintendent to issue certificates.
§ 18A-3-6-----	Grounds for revocation of certificates.

**State Board Policies:**

<b><u>Policy</u></b> -----	<b><u>Topic of the Policy</u></b>
SBP 1340 .....	Rules of Procedure for Hearings and Appeals
SBP 2320 .....	A Process for Improving Education Performance Based Accreditation System
SBP 2340 .....	West Virginia Measures of Academic Progress Program
SBP 2417 .....	Programs of Study for Limited English Proficiency Students
SBP 2418 .....	Alternative Education Programs for Disruptive Students.
SBP 2419 .....	Education of Exceptional Students

## **Federal References:**

### **Document**

**Americans with Disabilities Act of 1990** – Defines the guidelines school systems must follow in making reasonable accommodations for handicapped students and employees.

**No Child Left Behind Act** – H.R.1, Title IX, Part E, Subpart 2 (9531)

**PL 94-142 and IDEA 1997 (PL 105-17)** – These two pieces of legislation define the rights of all handicapped children to have access and enjoy a free, appropriate educational opportunity.

**Rehabilitation Act of 1973 (504)** – The forerunner of ADA of 1990, and it also defines the rights of handicapped individuals. This law protects individuals who have a mental or physical impairment that significantly limits a major life activity. Personnel providing services to handicapped children should always consider the requirements of this Act in conjunction with IDEA when developing educational plans.

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