ESEA Flexibility

Renewal Form

West Virginia

June 2, 2015

OMB Number: 1810-0581

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Cover Sheet for ESEA Flexibility Request

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Signature of the Chief State School Officer: X	Date: 3/30/15

The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.

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Waivers

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain

requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☒ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☐ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

☐ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework.

The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

Click here to enter page numbers where edits have been made and where new attachments have been added. Do not insert new text here – insert new text in redline into the revised request.

Assurances

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☒ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☒ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☐ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☐ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☐ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

Section III: Additional Amendments (Optional)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

INTRODUCTION AND BACKGROUND

The following section provides a brief description of how West Virginia meaningfully engaged and solicited input on its request from (a) teachers and their representatives and (b) other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

PUBLIC INVOLVEMENT IN THE DEVELOPMENT OF WEST VIRGINIA'S ESEA FLEXIBILITY REQUEST

The West Virginia Department of Education (WVDE) has spent several months nurturing meaningful communication and feedback from educational stakeholders, parents, law makers and the community regarding the plan set forth in West Virginia's Elementary and Secondary Education Act (ESEA) Flexibility Request.

West Virginia commenced our ESEA Flexibility Request in February 2012 during a public event at the Capitol Complex. The WVDE joined with students, teachers, health and wellness programs, lawmakers, teacher unions and many other public education stakeholders to recognize the hard work and dedication of school systems across the state and to celebrate the decision to apply for flexibility from several of the restrictive provisions of ESEA. At this event, education stakeholders shared their support for submitting the Request and their commitment to public education https://wvde.state.wv.us/news/2495/.

Since that time, an integrated approach to public outreach about the state's ESEA Flexibility Request and the three reform principles has been paramount. Press releases, conferences, professional development, public presentations, media interviews and articles, videos and public websites have been developed to provide outreach related to West Virginia's Flexibility Request.

The site http://wvde.state.wv.us/waiver/, established in January 2012, served as a springboard for informing Local Education Agencies (LEA) of our decision to pursue a waiver to freeze West Virginia's Annual Measurable Objectives (AMOs) for reading/language arts and mathematics to the levels approved in the state's Accountability Workbook for the 2010 – 2011 school year. LEAs broadly supported this essential stop gap measure as West Virginia worked toward crafting our request. The WVDE also requested input from LEAs on the WVDE's broader ESEA Flexibility Request via this site.

In addition, as part of the state's ESEA Flexibility Request outreach plan the WVDE began meeting with the Title I Committee of Practitioners (COP) in March 2012 to share an outline of West Virginia's plans and expectations regarding its request. On August 22, 2012, the WVDE met again with the COP to share a draft of the request and solicit additional direction and feedback prior to submission.

The WVDE has also engaged our state's law makers in conversations about the ESEA Flexibility Request. Governor Earl Ray Tomblin, along with the state's congressional representatives in Washington D.C. were briefed on the contents of the Request and encouraged to provide suggestions for improvement prior to submission.

West Virginia's teacher and principal organizations have also been included in the development of this Request. Input from these representatives has been integral as the WVDE developed our plan to address the three reform principles. Further, all teacher organizations have been asked to share information about the request with their members via newsletters and listservs.

The West Virginia Board of Education (WVBE) has taken a central role in supporting and communicating aspects of the ESEA Flexibility Request. The three ESEA Reform principles have been featured eight times on monthly board agendas. The meetings are attended by the public and the media and information about the topics was placed on the WVDE's main website.

Perhaps most significantly, West Virginia has solicited continuous two-way communication regarding the development of our ESEA Flexibility Request via an online comment option provided to stakeholders statewide at http://wvde.state.wv.us/policies/esea.html. West Virginia posted an extended executive summary of our request via this site in early August 2012 and provided the complete draft of our ESEA Flexibility Request at three week-long intervals for public comment. Version 1.0 was provided on August 10, 2012, Version 2.0 on August 17, 2012, and Version 3.0 on August 24, 2012. The site featured an embedded commentary feature whereby any member of the public or visitor to the site could provide input regarding the state's plan to address each principle included in the Request (See Attachment 1).

The online comment option was promoted among every media outlet in West Virginia, sent to every Parent Teacher Association president, to all of the state's 25,000 teachers and representatives of West Virginia's major teacher organizations, to all county superintendents, chief instructional leaders, curriculum directors, special education directors, county test coordinators, to every county board member in our 55 county school districts, to student organizations, to the state's minority communities, to West Virginia law makers and statewide business organizations. The link was also sent to representatives from the WV Advisory Council for the Education of Exceptional Children, the WV Autism Training Center, and the WV Developmental Disabilities Council. Feedback from this online option is included in Attachment 2. All public comments were reviewed and appropriate items were incorporated into the final Request prior to submission.

The remainder of this section provides a brief description of the major avenues through which West Virginia's education stakeholders were involved in the planning and development of the specific strategies proposed within this Request to address each reform Principle.

STAKEHOLDER COLLABORATION IN THE DEVELOPMENT OF WEST VIRGINIA'S PLANS RELATED TO PRINCIPLE 1

After the WVBE adopted the Common Core State Standards (CCSS) in May 2010, the WVDE spent months collaborating with K-12 teachers from across the state and higher education representatives to incorporate the common core into West Virginia's standards framework. The result of their work was the West Virginia Next Generation Content Standards and Objectives (hereafter WV Next Generation CSOs). The process of reviewing and adopting the state's Next Generation CSOs included countless hours of discussion regarding the implications for teachers, administrators, parents, and students.

As final versions of the standards were completed, they were taken to the WVBE for public comment and approval. A rollout plan was developed and began in summer 2011, with West Virginia's kindergarten teachers participating in the Teacher Leadership Institute (TLI). During the weeklong professional development sessions, teachers delved deep into understanding the standards and the evolution of teaching. These teachers were responsible for returning to their counties and providing training to all kindergarten teachers in their region. The new standards were implemented in kindergarten classrooms beginning in the fall of 2011.

Fourth and ninth grade teachers participated in similar sessions during the summer 2012 TLI sessions. They are expected to launch the standards in their classrooms in the fall of 2012. A comprehensive overview of the professional development and implementation schedule for the WV Next Generation CSOs is included in this Request.

Every aspect of the development of the state's Next Generation Standards has been communicated to educators, parents and the general public through press releases, speeches, public appearances, articles and the development of a website dedicated to the standards. The site, located at https://wvde.state.wv.us/next-generation/, serves as an information hub for teachers, parents, students and all other education stakeholders regarding the standards. It includes testimonials from teachers learning to implement the new standards and frequently asked questions (FAQs) about the instructional implications of the standards. The site also includes the state's rollout plan for professional development and implementation of the new standards.

STAKEHOLDER COLLABORATION IN THE DEVELOPMENT OF WEST VIRGINIA'S PLANS RELATED TO PRINCIPLE 2

In April 2012, the WVDE established the Accountability and Accreditation Stakeholders Advisory Committee (AASAC) to discuss components central to Principle 2 of the ESEA Flexibility Request. This group includes representatives from the WVBE, WVDE, teachers, administrators, education agency representatives, district staff, Institutions of Higher Education (IHEs) and Regional Education Service Agency (RESA) staff.

On May 2, 2012 the AASAC met to discuss the philosophical underpinnings for a revised accountability system. The AASAC discussed their desire for the development of an Accountability Index including measures of student achievement, student growth, achievement gaps among subgroups of students, and graduation/attendance rates. This discussion involved a consideration of which components were necessary to identify high and low performing schools and what obstacles including current state code must be navigated in order to implement a system aligned to the stakeholders' vision.

The AASAC then met again on June 18, 2012 to review school performance upon the proposed Accountability Index measures. The group examined these data and made a recommendation for index weights based upon several potential Accountability Index scenarios. At this meeting, the stakeholders also provided their philosophical rationale for the weighting of various Index components.

The committee met again on July 26, 2012 to delve deeper into issues related to index scenarios, discussing the application of the Index among various programmatic levels schools and to make recommendations for a variety of areas including reporting, intervention in schools identified as unsatisfactory upon the Index, and rewards for high performing schools.

The AASAC was convened one last time on August 29 to review a final draft of the state's ESEA Flexibility Request prior to submission. The group was also solicited to provide feedback on the final Flexibility Waiver via the aforementioned online comment process.

Furthermore, on August 15, 2012, the WVDE convened a diverse group of building administrators and LEA staff with the goal of engaging in a small-scale standard setting process to develop the initial Annual Measurable Objectives (AMO) and trajectories for the proposed accountability system. This group provided direction to the WVDE in the operational definitions for each school classification as well as the trajectory for improvement over time. The final AMOs targets and school classifications were provided to this group for feedback prior to submission of the state's ESEA Flexibility Request.

The WV Federal Programs Committee of Practitioners was also convened in July 2012 to review and make suggestions for incorporation into the Differentiated System of Accountability, Recognition and Supports. During this process, the committee provided suggestions to strengthen the proposed rewards and interventions that would be made available to schools. The committee added tremendous insight into the practical application of the proposals for recognition and support. The proposal was changed to address their issues of concern.

STAKEHOLDER COLLABORATION IN THE DEVELOPMENT OF WEST VIRGINIA'S PLANS RELATED TO PRINCIPLE 3

The development of the state's revised Educator Evaluation System has been an ongoing project involving intense collaboration among a variety of stakeholders. In 2009, a task force comprised of WVDE representatives, teachers, county school and building administrators, teacher organization representatives, higher education representatives and legislative liaisons convened to develop the West Virginia Professional Teaching Standards. Following a national review by experts and researchers, the standards were adopted by the WVDE and formed the framework for Standards 1-5 of the educator evaluation system.

In 2010, following the U.S. Department of Education requirement that states begin work on a revised teacher evaluation system in order to receive stimulus and ARRA funds, West Virginia launched three separate task forces. The three groups began work on the new teacher, principal and counselor evaluation systems. The task forces were comprised of teachers, counselors, principals, superintendents, teacher organizations, higher education and other key stakeholders. During this process, the stakeholders identified a series of rubrics and measures to operationalize Standards 1 – 5, and developed the methodology for a sixth standard, entitled *Student Learning*. This sixth standard is the outcome-based component of the educator evaluation system which includes as a significant factor, student growth as evidenced by multiple measures.

During the 2011-12 school year, the Educator Evaluation System was piloted in twenty-five schools. The WVDE and educator evaluation task forces received multiple recommendations from stakeholders during the pilot and are currently in the process of compiling research results from the pilot study. In addition, the three task forces united during the pilot to form one group called the Educator Evaluation Task Force.

As we move into the 2012-13 school year, West Virginia's school district representatives have identified 136 schools to serve as demonstration sites for the new Educator Evaluation System. The demonstration schools consist of the 25 original pilot schools, and 111 additional schools. During school year 2012-13, every educator in each of the demonstration schools will participate in an expanded research study that further broadens stakeholder input into the revision process.

Meanwhile, the Educator Evaluation Task Force continues to meet and make recommendations based on the feedback provided by teachers and principals.

STAKEHOLDER COLLABORATION IN THE DEVELOPMENT OF WEST VIRGINIA'S ESEA Flexibility Renewal

Upon receiving approval on May 20, 2013, West Virginia began the process of implementing the approved accountability system with the accompanying differentiated identification and support system. While the differentiated supports have proven effective in addressing the ongoing school improvement needs of the identified schools, stakeholder feedback suggested that the complexity of the designation system and the components of the West Virginia Accountability Index (WVAI) were not easily understood. Specifically, reference to the designations associated with the Other Title I Schools including *Success, Transition* and *Support* created a challenge in communicating broadly with stakeholders. As a result, West Virginia Governor, Earl Ray Tomlin, tasked the West Virginia Board of Education to revise the state's accountability system as to implement a school rating approach that would assign a letter grade of A-F and would be more easily understood and embraceable by a larger audience. The intent of the proposed new rating accountability system is to carry forward the previously identified differentiated supports while more effectively engaging parent and local community members in the school improvement process. The new system is expected to take effect in the fall of 2016 when two years of data from the new assessment are available to calculate growth. The West Virginia Department of Education will submit an ESEA Flexibility amendment when all details of the A-F rating system are approved by the West Virginia Board of Education.

The West Virginia Board of Education initiated the stakeholder process for the new accountability system through the revision of *Policy 2320 -The Process for Improving Education: Performance Based Accreditation System.*

Multiple stakeholder groups have met to review and provide input to various aspects of the policy and implementation of the A-F Grading System. Opportunities for consultation are chronicled below:

- January – May 2014 Accountability Stakeholder Committee revision of Policy 2320 under the direction of the WV Board of Education and Office of Educational Performance Audits
- July/August 2014 RESA Workshops with district and building administrators to review Policy 2320 and the A-F School Grading System
- December 1, 2014 College and Career Readiness Stakeholders Meeting
- December 9, 2014 Teaching, Assessment and Accountability Workgroup Meeting to draft A-F School Grading Business Rules
- January 13, 2015 Accountability Stakeholder Committee review of A-F School Grading Business Rules
- January 15, 2015 WV Association of School Administrators (WVASA) Executive Board input regarding A-F School Grading and ESEA Pause of Accountability
- January 21-22 IHE Stakeholders Meeting
- January 30, 2015 WVASA full membership meeting
- February 6, 2015 WV Parent Teacher Association (PTA) Board of Directors
- February 12, 2015 WV Board of Education Meeting – Waivers passed to authorize Pause in Accountability until 2016 summative assessment results
- February 19-20, 2015 County Testing Coordinators Meeting to review 2015 Assessment Waivers and final instructions for SBAC implementation

In addition to gaining input regarding the new accountability system, the West Virginia Department of Education has continued to engage stakeholders in the development of the state's education evaluation system. In March 2012, the Educator Evaluation Taskforce reconvened to conduct a standards setting to establish cut scores for the teacher and counselor ratings for the WV Educator Evaluation System.

Beginning with the 2013-14 school year, the WV Educator Evaluation System was implemented state-wide. To engage stakeholders, a communication plan was enacted including monthly emails to all educators; messaging via the weekly superintendent update; increased resources placed on the Educator Evaluation website; establishment of a weekly internal WV Educator Evaluation System team meeting; and a Twitter account.

To further engage stakeholders, the Office of Professional Preparation vetted the established cut scores for ratings within the WV Principal Evaluation System at the December meeting of the WV Commission for Professional Teaching Standards (WVCPTS). On January 27, 2014, the WV Educator Evaluation Task Force reconvened to introduce WVBE Policy 5310 revision, discuss future school-wide growth measures and establish business rules for student growth measures. Additionally, the teacher-student data linkage process was introduced to stakeholders.

To expand stakeholder engagement, the Office of Professional Preparation (OPP) presented to pre-service and cooperating teachers within the teacher preparation programs during the WV Professional Development Schools (PDS) Conference in February 2014. As a result of this presentation, the OPP conducted professional development/training sessions, as well as a follow-up webinar session, with pre-service students and faculty at two educator preparation programs.

During the summer and fall of 2014, the Office of Professional Preparation conducted multiple roster-verification trainings in each of the eight Regional Education Service Agencies (RESA). Additionally, the WV Center for Professional Development (WVCPD) updated training materials utilized in the Evaluation Leadership Institute. Representation from the WVCPD continues to participate in weekly WV Educator Evaluation team meetings.

In February 2015, the Office of Professional Preparation (OPP) presented at the WV Professional Development Schools (PDS) Conference. As a result of these presentations, the OPP has responded to multiple stakeholder inquiries regarding the WV Evaluation System and roster verification.

A draft of the Flexibility Request Renewal was posted on the SEA's main website on Thursday, March 19, 2015. The Renewal document was posted publically for a period of twelve days. Messages advising stakeholders of the public posting were distributed to county superintendents, ESEA directors and IDEA directors. No comments were received.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

It is our pleasure to submit this ESEA Flexibility Request on behalf of the West Virginia Department of Education and the West Virginia Board of Education. This request represents the work of hundreds of stakeholders involved in the development process over the past several months. It is our belief that the implementation of the initiatives outlined in this proposal will elevate the effectiveness of all schools in West Virginia and propel student achievement to a much higher level.

We are proposing an ambitious timeline for statewide implementation of College- and Career-Ready Expectations and Assessment for all students. In 2010, our state took bold action by adopting the Common Core State Standards (CCSS) and adapting them into the West Virginia framework, labeling these standards "The West Virginia Next Generation Content Standards and Objectives." Likewise, we are working with a consortium of states to develop and adopt a set of CCSS-aligned English language proficiency (ELP) standards, and we have begun the process of adopting the Common Core Essential Elements (CCEE) as our college- and career-ready expectations for students with significant cognitive disabilities.

This Flexibility Request includes our plan to provide a robust system of professional development, technical assistance and direct support to enable teachers and principals to teach in and lead schools in which all students achieve at high levels. We have also set forth plans to reinvigorate our assessment system by adding a variety of additional common-core aligned items and prompts in the coming years to ensure teachers have the tools necessary to gauge students' mastery of the new standards. We also provide plans to continue and accelerate our involvement as a governing state on the Smarter Balanced Assessment Consortium and as a member of the Dynamic Learning Maps Alternate Assessment Consortium to prepare for full administration of the new assessments by the 2014-15 school year.

As we move toward full implementation of the new standards and assessments, we also realize the importance of redefining current accountability metrics to reinforce our expectations that all students are prepared for college and career. That is why within this Request, West Virginia is proposing an innovative and multifaceted accountability system which provides a system of differentiated recognition and support based upon multiple measures, including assessments that are benchmarked to national/international expectations. The proposed accountability system will utilize a new measure, the West Virginia Accountability Index which includes data on student achievement and growth in mathematics and reading/language arts, achievement gaps for subgroups, and attendance/graduation rates to identify six primary designations of schools: (1) *Priority*, (2) *Support*, (3) *Focus*, (4) *Transition,* (5) *Success* and (6) *Reward.*

This application outlines specific interventions and supports that must be enacted by the SEA, LEAs, and schools that do not meet the *Success* designation. Additional interventions and supports are described for the state's persistently lowest achieving schools, labeled *Priority* schools and those schools that exhibit persistent achievement gaps, labeled *Focus* schools. A system of recognition for the state's highest achieving and highest progress schools, labeled *Reward* schools, are also described.

The proposed accountability system also includes a rigorous yet attainable set of proficiency-based Annual Measureable Objectives (AMOs) for mathematics and reading/language arts against which student performance will be benchmarked and reported annually. The proposed AMOs are anchored by stakeholders' recommendations and set forth policy expectations for LEAs and schools that ensure the education of all students shall remain a priority during this transition. Schools that fail to meet the AMOs, regardless of their classification among the four levels or their designations as *Focus*, *Priority*, or *Reward* schools, must report this failure publically and more importantly, must take immediate actions to increase achievement for the students not meeting the AMOs.

Sweeping changes to our school level accountability system will also require dramatic increases in the quality of instruction and leadership provided by the state's education professionals. That is why West Virginia is committed to undergoing a complete transformation of our educator and school leader evaluation systems.

West Virginia has co-developed new evaluation systems for both groups in collaboration with educator and principal advocacy organizations and we are in the process of piloting the new systems both of which incorporate multiple measures including student growth data as a significant factor. The outcomes of these evaluation systems will drive continuous improvement by better identifying educator effectiveness and helping to frame discussions about improving the quality of our education workforce.

West Virginia has established an ESEA Flexibility Request Implementation Task Force comprised of SEA level staff and other representatives. The cross-office task force will meet at regular intervals beginning during the peer review process to discuss adjustments to our proposed plan, to set and measure progress toward key goals related to the implementation of the plans outlined in this request, and to develop a communications outreach plan based upon this proposal. We will engage existing stakeholder groups such as the Accountability and Accreditation Stakeholders Advisory Council (AASAC), Educator Evaluation Task Force, and other LEA groups such as Chief Instructional Leaders, County Superintendents, and the WVBE to ensure all groups are on the same page regarding the plans outlined herein.

An integral part of the implementation plan will be the involvement of the State Superintendent's LEA Advisory Council which meets monthly and is comprised of district superintendents, Regional Education Service Agency (RESA) Directors, and State Board of Education members. This Council will serve as the conduit of communication with the LEA leadership teams and will advise the SEA on effective means of communication with the 55 districts on the state. In addition, quarterly meetings, either virtual or face-to-face, will be held with district leadership teams throughout the implementation period of the components of this Request. The SEA will be responsive to the needs of these various stakeholder and advisory groups by providing professional development, technical support, and direct services to all districts as needed.

The revisions to the key systems outlined in the Request will provide the impetus for ensuring that by 2020, all students are taught in highly effective schools, thus assuring that all West Virginia students are college-career- and citizenship ready.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

INTRODUCTION AND BACKGROUND

In May 2010, the West Virginia Board of Education (WVBE) unanimously adopted the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and the CCSS for Mathematics [see Attachment 4]. West Virginia immediately began transitioning toward full implementation of the standards.

In September 2010, the West Virginia Department of Education (WVDE) convened 85 stakeholders, representing K-12 public education teachers and higher education faculty specializing in English language arts (ELA), reading, and mathematics. After studying the CCSS for approximately six months, they agreed

that the content and expectations in these rigorous standards were sufficient and that West Virginia would not need to add any content to the CCSS prior to integrating them into the state's framework. This stakeholder group then placed the CCSS into a standards framework familiar to West Virginia teachers. The group included academic performance descriptors to be used by teachers, students, and parents. The mathematics stakeholders placed the CCSS into the recommended integrated framework and developed new, more integrated high school mathematics courses: Math I, Math II, Math III, and Math IV. The stakeholder group titled the standards *The Next Generation Content Standards for English Language Arts and Literacy"* and *"The Next Generation Content Standards for Mathematics in WV Public Schools"* (hereafter, WV Next Generation CSOs). Educators and the public can explore these standards interactively via the WVDE's Teach 21 website: http://wveis.k12.wv.us/Teach21/public/ng_cso/NG_CSO.cfm.

As further evidence of West Virginia's commitment to the CCSS, in January 2011, the WVBE unanimously approved a rigorous schedule for implementing the WV Next Generation CSOs for ELA, literacy, and mathematics [see Attachment 4].

The WVDE's Office of Instruction subsequently developed a professional development roll-out plan to support the statewide transition to the new standards. Professional development for grades K, 1, 4, 5, and 9 is complete, and professional development for all grades will be complete by School Year 2013-14, ensuring that teaching and learning aligned with the new standards shall take place in all public schools in West Virginia for all students, including English language learners, students with disabilities, and low-achieving students. The content of this professional development schedule and the rationale for West Virginia's staggered rollout is further detailed below in the section labeled *"Professional Development and Supports for All Teachers.*"

Throughout the following sections of our response to Principle 1.B, we provide a series of detailed narratives of activities West Virginia has already completed as well as those activities we plan to carry out through school year 2014-15 in order to support transition to College and Career-Ready standards and CCSS-aligned assessment for all students. It should be noted that we have also developed a succinct tabular representation of the milestones and timeline, parties responsible, evidence, resources, and significant obstacles for each of the 10 major subsections detailed below. This information can be found in Tables 1-1 through 1-10 in Appendix 1. Where appropriate, we make reference to these Tables in text. We encourage reviewers to view these tables while reading the narrative.

ALIGNMENT OF THE WEST VIRGINIA 21ST CENTURY CSOS TO THE CCSS

Following the state's adoption of the CCSS, the WVBE directed the WVDE to study the new standards and to produce a document detailing the degree of alignment between the CCSS and the current standards, as set forth in WVBE Policies 2520.1 and 2520.2: *The West Virginia 21st Century Standards for Reading English Language Arts and Mathematics in West Virginia Schools* (hereafter, WV 21st Century CSOs). The resulting crosswalks detail the degree of change represented by the CCSS. The grade-level crosswalks are available to stakeholders as standalone documents: http://wvde.state.wv.us/teach21/Crosswalks.html.

WVDE staff used the crosswalks to identify gaps within the instructional materials for each grade level and then contracted with classroom teachers to design quality instructional materials to eliminate these gaps. The crosswalks also helped inform the professional development modules. These materials were posted to the Teach 21 website to assist all West Virginia classroom teachers with implementing the WV Next Generation CSOs.

For more information about tasks related to the alignment of the WV 21st Century CSOs to the CCSS see Table 1-1 in Appendix 1.

LINGUISTIC DEMANDS OF THE WV NEXT GENERATION CSOs AND THE DEVELOPMENT OF CORRESPONDING ELP STANDARDS

West Virginia is committed to providing English language learners (ELLs) with access to content that aligns with the state's college- and career-ready standards. WVBE Policy 2417 defines the expectations for programs of study that help improve the English language proficiency (ELP) of these students. Relevant to the policy are the embedded *English Language Proficiency Standards and Objectives for West Virginia Schools*. Pursuant to guidance from NCLB, Title III, Part A, Sec. 3113(b)(2), the ELP standards will be revised in spring 2014 to reflect the linguistic demands of the recently adopted WV Next Generation CSOs.

As a precursor to developing new ELP standards, West Virginia has partnered with 15 other states, the Assessment and Accountability Comprehensive Center (AACC) at WestEd, the Mid-Atlantic Comprehensive Center (MACC) at the George Washington University, and the Council of Chief State School Officers (CCSSO) to examine current ELP/English language development (ELD) standards systematically. The objectives for this partnership, identified as the State Collaborative on English Language Acquisition (SCELA), are to provide information that helps states develop common ELP expectations that correspond to the CCSS and to identify similarities and differences across the states' standards to inform considerations for "common" or "coordinated" ELP/English language development (ELD) state standards. SCELA has issued initial results indicating the alignment between the states' current ELP standards and the CCSS for ELA, literacy, and mathematics.

In addition to the SCELA partnership, West Virginia continues to review other emerging research that will inform the development of new state ELP standards. *The Framework for the Creation and Evaluation of English Language Proficiency (ELP) Standards Corresponding to the Common Core State Standards and Next Generation Science Standards*, developed by the CCSSO, communicates to stakeholders the language practices, knowledge, and skills that ELLs must acquire to meet the more rigorous expectations of the CCSS and Next Generation Science Standards. As a member of the CCSSO-sponsored State Collaborative on Assessment and Student Standards (SCASS) for ELLs, West Virginia is provided access to this framework, which has been identified as the guiding document for the development of new common state EL standards.

In June 2012, West Virginia formalized a commitment to join the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium. ELPA21—a partnership of 10 states, Stanford University, and the CCSSO – submitted a proposal to improve the assessment instruments and systems that states use to measure the development of students' ELP. As a preliminary activity, the ELPA21 will develop and implement a set of ELP standards that correspond to the CCSS in ELA & literacy and mathematics. The SCELA analysis and the CCSSO framework will be the foundations for a final set of agreed-upon consortium ELP standards.

As a conditional element of participation in the ELPA21 consortium, West Virginia will conduct a state review of the common ELP standards when a finalized draft is made available in the winter of 2013. A committee of stakeholders from across the state will vet these standards, and the feedback will be used to finalize a set of state ELP standards, which the WVDE will use as a basis for revising WVBE Policy 2417. This will be presented to the WVBE for approval and adoption by spring of 2014. The committee will comprise representatives of local education agencies (LEAs), institutions of higher education (IHEs), Regional Education Service Agencies, regional collaborative organizations, professional educator associations, and communities. The state will collaborate with local and regional entities to afford practitioners from across the state to learn about the newly adopted state ELP standards. Additional ongoing, job-embedded professional development will follow the initial launch to support comprehensive statewide implementation.

For more information about tasks related to assessing the linguistic demands of the CCSS and the development of corresponding ELP standards see Table 1-2 in Appendix 1.

In January of 2014 the state adopted new ELP standards through a revised version of WVBE Policy 2417 with implementation beginning in July of 2014. As a commitment to providing support for the implementation of the new ELP standards, a variety of targeted efforts have initiated including:

- The state has developed two e-learning courses (*CCRS and English Language Learners*, *SIOP*) dedicated to assisting teachers of English Learners in making the transition to CCRS.
- The new ELP standards emphasize the importance of the collaboration between ESL and content area teachers in both English language development and content-area instruction. With support from WVDE, Marshall University has developed a seven-week course called *ELP Standards for Content Area Teachers*. This course provides content area teachers a framework and scaffolding support to assist English language learners in accessing the state's CCRS.
- Counties have developed implementation plans for the new ELP standards. County plan development has been assisted through SEA-sponsored meetings conducted in March, July and October of 2014. Plan progress will be revisited and additional professional development provided during the quarterly Title III Director Meetings.
- The state has entered into a collaborative project with the Mid-Atlantic Equity Center to focus on increased opportunities to engage general education teachers and administrators in supporting English Language Learners through the new ELP standards.

LEARNING AND ACCOMMODATION FACTORS FOR STUDENTS WITH DISABILITIES

The WV Next Generation CSOs are robust and relevant and reflect the knowledge and skills that all young people will need for success in college and careers. The manner for demonstrating mastery of these fewer, clearer, and higher standards will be very different from current methods. Students will be required to use higher-order thinking skills, apply what they have learned to unique situations, and bring together knowledge from a variety of content areas to solve problems. Students will be expected to engage in performance-based events, some of which will take place over extended periods of time. The most significant challenge will be in preparing and further developing the knowledge and skills of not only special educators, but all teachers who are sharing the instructional responsibilities for students with disabilities. West Virginia will provide a high-quality system of supports for these educators to ensure their students have equitable access to the WV Next Generation CSOs, the Common Core Essential Elements (CCEE) and their related assessment systems.

IDENTIFICATION OF LEARNING AND ACCOMMODATION FACTORS FOR STUDENTS WITH DISABILITES

Accommodations for Teaching and Learning

In 2010-11, four coordinators from the WVDE's Office of Special Programs joined teacher leaders from across the state in a yearlong extensive analysis of the CCSS, led by the WVDE's Office of Instruction. These coordinators worked with the ELA and mathematics standards and interacted with teachers from all programmatic levels. The coordinators identified the expectations and challenges inherent in the new standards and began designing instructional materials and supports to fill the gaps for special education students and teachers.

The target topics include vocabulary, differentiation, scaffolding, Universal Design for Learning, cognitive strategies, accessible instructional materials, progress monitoring, and formative assessments. All of these areas have been selected based on critical issues identified in current research and the state of current practice in West Virginia. Each topic will be presented to LEAs in a blended format, providing current information and guided experiences that deepen understanding and result in accessible standards-aligned instruction. Pairs of coordinators in the Office of Special Programs have been assigned to each of the previously identified areas and are studying current research and recommendations. Information is presently

being drafted into a suitable presentation format for LEAs and schools. A vetting process is planned for the 2012-13 school year.

Further, in 2012 professional staff of the Office of Special Programs attended the WVDE's Teacher Leadership Institute professional development. For one week these staff members sat side by side with teachers and administrators from across the state and studied the WV Next Generation CSOs. Based on this experience, the Office of Special Programs plans to conduct debriefing conversations to identify additional needs of special educators as they transition to these standards and identify the implicit changes that will impact their teaching. This will ensure that the staff thoroughly understands the new standards and can provide high-quality support to LEAs and schools.

Finally, the state's online Individualized Educational Program (IEP) currently contains a link to the Teach21 CSO search engine—from which IEP teams can access the most up-to-date standards, including the WV Next Generation CSOs and *The West Virginia Extended Academic Content Standards*. Augmentations to the online IEP are anticipated to be conducted on an as-needed basis to support CCSS and CCEE adoption/implementation.

Accommodations for the Assessment of Learning

The West Virginia Department of Education Offices of Assessment and Accountability and Research have established and embarked upon an ambitious and comprehensive research agenda to address the appropriateness and impact of accommodations identified for students with disabilities and English language learners (ELLs). The research agenda also sets a goal of empirically determining the comparability of test scores for students from both accommodated and non-accommodated conditions and the impact of the assessment accommodations upon student performance.

This challenging work began in 2006 with the publication of *"Special Education Testing Accommodations in West Virginia: An Overview of Practices in 2003-2004"*. This study, conducted by an external research organization, provided a comprehensive overview of accommodations provision during the 2003-2004 school year and examined student performance on the state's summative assessment disaggregated by each available accommodation. The study, was later replicated internally in 2009 to re-examine the distribution of accommodations and the academic performance of those students who were identified to receive accommodations during the first administration of the state's newly developed summative assessment—The West Virginia Educational Standards Test 2 (WESTEST 2). This report, *"Examining Accommodations in West Virginia (2008-2009)"* provided a first look at accommodations use on the new assessment, and included the aforementioned research agenda.

In 2011, West Virginia completed a third research report titled, *"Examining Accommodations in West Virginia: A Descriptive Analysis of Accommodations Specified for Students in Individualized Education Plans, 504 Plans, and Limited English Proficient Plans in 2009-2010"* as part of this agenda. In addition to examining accommodations for students with disabilities, this report is noteworthy in that it represents the first systematic examination of the distribution of assessment accommodations provided to ELLs in West Virginia, a historically small population of students in our state (i.e., ~1,700 students across all grades).

The WVDE's research agenda also includes plans to work with the state's assessment vendor to examine Differential Item Functioning (DIF) statistics to address comparability of accommodated and non-accommodated conditions. An essential step in the process was the development of an improved process to monitor, collect, and warehouse identifier-linked accommodations provision data from all schools. These data have been traditionally collected and maintained by LEAs, but in 2011-12 West Virginia piloted the new provision/monitoring process and has received the resulting data to be warehoused at the state level for the first time. The Offices of Assessment and Accountability and Research will be working with the state's test vendor in the coming months to analyze the results and determine comparability.

Finally, West Virginia is also working closely with the George Washington University Center for Equity and Excellence in Education (GWU-CEEE) over the next few months to examine the appropriateness of

accommodations for ELLs via a special technical assistance project. The project will inform West Virginia about the extent to which instructors' accommodation recommendations for ELLs are in line with recommendations from the research literature given students' English language proficiency levels.

With respect to the future of assessment, West Virginia is a member of the Smarter Balanced and Dynamic Learning Maps (DLM) consortia developing assessments aligned to CCSS. Accessibility is a core principal of both consortia which will provide computer adaptive assessments for all students in West Virginia beginning school year 2014-15. Participation in these consortia will provide both opportunities and consequences for teachers of students with disabilities as we implement a comprehensive assessment system that will include formative, interim assessment and summative assessments. These assessments provide an opportunity to obtain immediate results that will provide an opportunity for data-based differentiated instruction. One challenge inherent in this transition is that the use of these computer adaptive assessments will signal the need for accommodations which are not currently used or available in West Virginia. The Office of Special Programs and the Office of Assessment will address this challenge by assuring that students with disabilities including those who are English Language Learners (ELLs) have opportunities to access the curriculum with accommodations that are consistent for both instruction and assessment.

Furthermore, acknowledging the importance of providing appropriate accommodations and ensuring accessibility of instruction and assessment, WVDE staff currently serve and will continue to serve on the accessibility and accommodations working group for the Smarter Balanced Assessment Consortium. Lessons learned from this work will inform West Virginia's transition to the Next Generation CSOs and the next generation of student assessment.

STRATEGIES TO ADDRESS LEARNING AND ACCOMODATION FACTORS FOR STUDENTS WITH DISABILITIES

The implementation of the WV Next Generation Standards have implications for students with disabilities and provide an opportunity for greater access to the general curriculum while enhancing successful transition opportunities and improving results. That positive outlook, however, does not camouflage the very real challenges inherent in teaching to these more rigorous standards or the accountability of schools and, now, teachers in moving students to mastery of them. The delivery of special education for this population of students should be considered within the context of general education. Nearly 68% of West Virginia's students with disabilities are in general education for more than 80% of the day. As a result, these students' primary instructors are general educators. Special education is a support within that system, with special educators providing the necessary interventions and expertise in individualization and research-based teaching.

Scale-up strategies to ensure these students can access the WV Next Generation CSOs and the Common Core Essential Elements (CCEE) must include the development of knowledge of content, curriculum and standards for both special and general educators, and knowledge of accommodation procedures and instructional practices that struggling students require. To this end, West Virginia will take a multi-pronged approach including (1) a comprehensive system of professional development and technical assistance and (2) the development of key partnerships with national and state organizations to augment existing state capacity and inform best practice. Each approach is described below.

Professional Development and Technical Assistance to Address Learning and Accommodation Factors for Students with Disabilities

Professional development and technical assistance are critical facets of West Virginia's transition plan for teachers of students with disabilities. Between now and school year 2014-15, the WVDE Office of Special Programs will continue to support a variety of activities, including the following.

Literacy Academies – Literacy is an area of focus and change brought about by the rigor of the Next Generation Standards. The goal of this initiative is to strengthen the instructional expertise of special educators serving students in grades 4 through 9 who struggle to develop literacy; this includes text complexity, rigor and the shift to focus on informational text. More information about this initiative can be found in the section titled *"Professional Development and Supports for All Teachers."*

Mathematics Academies – This initiative improves student achievement in mathematics by deepening special educators' understanding of mathematics and by building their capacity to teach in student-centered classrooms. More information about this initiative can be found in the section titled *"Professional Development and Supports for All Teachers."*

State Personnel Development Grant (SPDG) – The last year of the state's current SPDG project will focus on implementing Support for Personalized Learning (SPL). The WVDE's Office of Special Programs is partnering with Regional Education Service Agency special education directors, professional development directors, and technical assistance support specialists (formally Response to Intervention [RTI] specialists) to provide training at the district, school, and classroom levels. More information about this work can be found in the section titled *"Professional Development and Supports for All Teachers."*

Focus Support to Counties – The achievement gap between special education and general education students in ELA and mathematics is persistent. The WVDE's Office of Special Programs is piloting efficient and cost-effective scale-up strategies to assist districts in increasing achievement among students with exceptional learning needs. Four school districts have been selected to receive improvement grants and intense professional development for general and special educators from 2012-14. This targeted assistance will help educators implement SPL and promote changes that lead toward improved outcomes for students with disabilities. The Office of Special Programs will assist districts in developing locally tailored solutions to meet their unique educational challenges.

West Virginia Autism Collaborative Community of Practice (WVACCoP) – The number of students with autism is increasing nationally and in West Virginia. In response, the WVDE has developed scale-up strategies to assist districts in delivering effective and efficient special education services to these students. The West Virginia Autism Collaborative Community of Practice (WVACCoP) has provided guidance for teachers and parents of students with Autism Spectrum Disorders; this includes the WVACCoP's *Autism Spectrum Disorders: Services in WV Schools Guidelines for Best Practice* developed and disseminated during 2011-12. During the upcoming school year, the WVACCoP will review and revise Policy 5314.01 to define standards for autism mentors more clearly. It also will help meet staff training needs by developing courses and identifying resources to assist in training professional and service personnel on Autism Spectrum Disorders.

Autism Academies – The Autism Academies are a series of professional development experiences provided through a partnership between the WVDE's Office of Special Program and the Marshall University Autism Training Center. This ongoing professional development strengthens the instructional expertise of special educators who serve students with Autism Spectrum Disorders. These academies began during 2011-12 and will continue in 2012-13; they are further described in the section titled *"Professional Development and Supports for All Teachers."*

Additional professional development supports for all teachers including general educators who serve students with disabilities are described in the section titled *"Professional Development and Supports for All Teachers."*

Partnerships to Support Learning and Accommodations for Students with Disabilities

The WVDE has a long record of successfully partnering with state and national technical assistance providers to build the capacity of general and special educators to support scaffolded instruction, the appropriate provision of accommodations, and the use of scientifically researched-based practices to scaffold learning for students with disabilities. Some notable examples germane to the transition to the WV Next Generation CSOs include the following ongoing collaborations.

West Virginia Accessible Instructional Materials (WV AIM) – The Individuals with Disabilities Education Act of 2004 (IDEA) requires core instructional materials to be provided in specialized formats when needed by students with print disabilities. It is the responsibility of each student's IEP team to identify and document the types of instructional accommodations, including specialized instructional materials and format(s) on the IEP..

West Virginia and its school districts have coordinated with the National Instructional Materials Access Center (NIMAC) to provide specialized formats to eligible students in a timely manner. Eligible students with print disabilities include those with visual impairments, physical limitations, or organic dysfunctions, which may include specific learning disabilities. Three authorized users designated by the state may access National Instructional Materials Access Standards (NIMAS) source files from the NIMAC: (1) The West Virginia Instructional Resource Center (IRC), (2) Bookshare, and (3) Learning Ally. Designated users can download the accessible materials files that have been provided by publishers to the NIMAC. These files can then be used to prepare screen enlargements, braille, digitized text, and audio books for eligible students to use. Currently, teachers of students with visual impairment are aware of these resources and access them regularly for student use by registering online and/or contacting the appropriate authorized user. Based on usage reports, teachers of other students with print disabilities apparently are not obtaining materials regularly; usage records indicate that fewer than 350 students have received materials even though approximately 17,000 students receive read-aloud accommodations for the state assessment. The expanding availability of instructional materials in an auditory format—for example, audio books—could give students with print disabilities, such as a reading disability, access to print information in a different format that they can use independently, thus supporting their Common Core learning.

IDEA requires a process and system for determining student needs and eligibility and for obtaining and distributing the materials in a timely manner. West Virginia was selected as one of seven states to receive targeted technical assistance from the National Center on Accessible Instructional Materials (AIM), funded by the U.S. Department of Education, to design and implement a system for all eligible students with print disabilities. The WV AIM Coordinating Committee is developing state and district procedures and processes to ensure that eligible students with print disabilities receive instructional resources in a timely manner.

In 2011-12, with assistance from Joy Zabala of AIM, a WV AIM Coordinating Committee was formed. This group comprises local special education directors, teachers, state special education and instructional materials staff, and Regional Education Service Agency staff. The WV AIM Coordinating Committee created three work groups and initiated efforts to develop (1) acquisition steps, (2) operational guidelines, and (3) professional development plans. During that same school year, the team launched a website with decision-making resources for teachers and implemented professional development to raise awareness of the process. This work will continue during 2012-13 as the system and procedures are finalized. The WVDE's Office of Special Programs will implement the state structure, guidelines, and professional development resulting from the WV AIM Committee's work to increase appropriate distribution and usage of materials in accessible formats. Additional information is available at http://wvde.state.wv.us/osp/accessiblematerials.html.

Collaboration with the National Center on Response to Intervention (NCRTI) - NCRTI, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), provides technical assistance to states and districts and builds the capacity of states to assist districts in

implementing proven models of Response to Intervention (RTI). The WVDE's Office of Special Programs has piloted the NCRTI's online RTI reporting system to provide data that can be used to make policy and program decisions as West Virginia scales up SPL. Pilot participants are conducting research and contributing important practitioner perspectives and information. Further, the NCRTI will provide WVDE with technical assistance surrounding the findings from the data collected.

The NCRTI/WVDE's Office of Special Programs online system provides pilot participants with a common electronic tool for collecting data about the fidelity of SPL implementation at the school level and will help West Virginia and other states determine the impact of SPL on various key outcomes, including student achievement. The Office of Special Programs has customized the NCRTI tool to include several data collection and reporting variables that will support schools in making student-level decisions. Currently, eight schools are involved in the pilot. Feedback from the participating schools will be very valuable and will assist the WVDE in designing a more efficient and user-friendly online data collection and reporting system for SPL. Schools will also receive professional development from the NCRTI on how to use the online reporting system. More significantly, pilot schools will collect and analyze important student data for making decisions to improve student achievement outcomes.

National Dropout Prevention Center–Students with Disabilities – The West Virginia Office of Special Programs submitted a grant and was selected to receive technical assistance from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop tools to prevent students with disabilities from dropping out. The project, implemented in 12 LEAs, will provide guidance to districts in calculating ESEA's cohort graduation and dropout rates, analyzing and using LEA data related to State Performance Plan/Annual Performance Report transition indicators (e.g., graduation, dropout, transition planning in the IEP process, and post-school outcomes), addressing dropout risk factors, and developing and implementing LEA dropout prevention plans. Input from this group assisted the WVDE in developing an Early Warning Tool, which will be implemented in 2012-13, to identify students in these LEAs at risk for dropping out. Stakeholders in this process have included WVDE staff members, agency/organization staff, and LEA staff.

Autism Training Center at Marshall University - As noted above and in the later section titled *"Professional Development and Supports for All Teachers,"* the WVDE is partnering with the Autism Training Center to offer a series of professional development academies—in addition to the West Virginia Autism Community of Practice. The center provides education, training, and treatment programs for West Virginians with Autism Spectrum Disorders, including Pervasive Developmental Disorder–Not Otherwise Specified and Asperger's Disorder. It addresses areas such as language, speech and communication, self-help skills, academic education, occupational therapy, recreation and leisure skills, social skills and issues, behavior strategies, and sensory integration strategies through appropriate education, training, and support for professional personnel, family members or guardians, and others important in the life of a person with autism. The center's highly skilled and experienced staff provides the training.

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) and Center for Early Literacy Learning (CELL) - West Virginia is one of two states recently selected to participate in a technical assistance and training partnership with TACSEI and CELL—funded by the U.S. Department of Education. Through this exciting partnership, the state will develop an integrated early childhood training system to promote social, emotional, and early language and literacy competence and to prevent challenging behaviors in all young children from birth to age five.

Partnership with the Office of School Improvement – In 2012-13, personnel from the WVDE's Office of Special Programs will join WVDE teams to help schools with planned improvement activities assist struggling students. The collaboration will focus on improving the achievement of

students with disabilities in schools identified by the WVDE's Office of School Improvement as needing targeted technical assistance due to consistently low performances.

Instructional Practice Professional Development – Implementation of the WV Next Generation CSOs will require general and special educators to be skilled in the instructional practices of differentiation, scaffolding, Universal Design for Learning, cognitive strategy instruction, technology, and vocabulary development. The WVDE's Office of Special Programs is developing a professional development program, including online digital courses, for general and special education teachers who serve students with disabilities. These courses are being designed in 2012-13 and will be rolled out in 2013-14. Professional staff involved in the partnership with the National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (NCIPP) mentor project and the four Focused Support Counties noted above will pilot these digital courses and provide feedback after trainings.

National Center to Inform Policy and Practice (NCIPP) in Special Education Professional Development – The degree to which students with disabilities are able to meet state content and performance standards, improve achievement, stay in school, graduate with a regular diploma and obtain post school employment and independence is contingent upon teacher quality in general and special education. West Virginia has had a chronic shortage of qualified special education teachers fueled by difficulties in retaining new teachers. The WVDE's Office of Special Programs established a partnership with NCIPP in 2011-2012 to provide technical assistance to improve special education teacher retention in seven counties through a mentoring process for novice teachers. Research indicates novice teachers are more likely to stay in teaching when they are supported and part of the community and when they have the skills to be effective. Mentoring will offer two types of supports: school-based socialization, associated with teacher retention; and instructional coaching, associated with improving instructional practice. Since West Virginia is a predominately rural state, mentoring approaches will use technology to support beginning teachers. Online digital courses, addressing policies, procedures and instructional practices, and e- mentoring opportunities will be provided in 2012-13 and 2013-14. The Office of Special Programs and Office of Professional Preparation also are collaborating to provide opportunities for mentors of special education teachers to pursue National Board Teacher Certification through the *TakeOne Project.*

Partnership with the Office of Professional Preparation – During 2012-13 and 2013-14, mentors and readers will support special education teachers who are pursuing National Board Certification and who are employed in counties receiving focused support. This effort, supported by the WVDE's Office of Special Programs and Office of Professional Preparation, will assist these teachers with the portfolio completion process. The purpose of the National Board Certification program is to advance student learning and achievement by establishing definitive standards and advocating policies that support excellence in teaching.

National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities – The WVDE's Office of Special Programs is collaborating with this center to address personnel shortages by establishing distance learning options for prospective speech-language pathologists to obtain professional licensure. This federally funded technical assistance and dissemination project was created in 2008 and is maintained through a cooperative agreement between the National Association of State Directors of Special Education (NASDSE) and the OSEP.

STRATEGIES TO ADDRESS LEARNING AND COMMONDATION FACTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant special needs include those who require intensive or extensive levels of direct, ongoing support that are not temporary or transient in nature. Students with significant cognitive disabilities require specially designed individualized instruction to acquire, maintain, or generalize skills that can be transferred to natural settings, including the home, school, workplace, or community. Challenges will arise for educators of these students due to the increased rigor of the CCEE.

Adoption and Implementation of the Common Core Essential Elements (CCEE)

The WVBE is expected to formally adopt the CCEE during school year 2012-13. After their formal adoption during 2012-13, the Common Core Essential Elements (CCEE), which shall serve as the state's alternate achievement standards aligned to the CCSS, shall be made available through the online IEP. This will give IEP team's access to robust descriptions of the new standards when developing academic IEP goals and when creating each student's Present Levels of Educational and Functional Performance statements.

In 2011-12, West Virginia began to identify challenges facing students with significant cognitive disabilities as the state transitions to the CCSS and the CCEE. Teachers and content specialists were invited to participate in an in-depth analysis of the differences in the current extended standards and the CCEE. This work was facilitated by the WVDE's Office of Special Programs and Office of Assessment and Accountability. The group developed crosswalks for the current extended standards and the CCEE and for the CCSS in ELA and mathematics. These crosswalks will help teachers understand the increased rigor and depth of the CCSS and the CCEE and the changes regarding when specific learning concepts should be introduced to students. Instructional guides that build on this work will be developed in 2012-13

Students with significant cognitive disabilities access the existing content standards through WVBE Policy (*West Virginia Extended Content Standards and Performance Descriptors*). This policy links the WV 21st century CSOS in ELA and mathematics with the extended standards and includes performance descriptors aligned with the extended standards. These extended standards and performance descriptors are applicable for students with the most significant cognitive disabilities—those who are instructed upon alternate academic achievement standards and who are assessed with the West Virginia Alternate Performance Task Assessment (APTA), the state's alternate assessment on alternate achievement standards (AA-AAS). The policy provides a framework for teachers of students with the most significant cognitive disabilities to teach the skills and competencies essential for independent living, employment, and postsecondary education. The standards were developed with input from teachers, and formative assessment items were developed within the Acuity platform (West Virginia's interim/diagnostic assessment aligned to the general assessment) to support ongoing assessment for these students.

The special educator's purpose is to be as knowledgeable as she or he can be about what social and academic skills a student needs to access, or perform successfully in, the general curriculum. The challenge for the field is to do everything possible to make sure every special educator feels confident that she or he can achieve that purpose. As the programming for students with more significant needs has moved toward more integrated settings, the delivery of life-skills training has become less common. The Office of Special Programs is preparing a guidance document, *Common Core Functional Elements*, as a companion to the Common Core Essential Elements. It will focus on life skills and career and technical skills for students with more significant needs. Professional development on the essential and functional elements will be provided in July and August 2013.

Teaching and Technology for Students with Significant Disabilities

Anticipating the coming changes in standards and assessment, the WVDE's Office of Special Programs and Office of Assessment and Accountability have embarked on a three-year project, Teaching and Technology for Students with Significant Disabilities (the T1 project), to support the teachers of students who take the APTA. Based upon needs assessments conducted with these teachers, the Office of Special Programs and Office of Assessment and Accountability have developed and begun conducting professional development sessions to prepare teachers to use formative assessments that align with the CCEE and to prepare their students for an online summative assessment based upon those standards in 2014-15.

Additionally, a survey of teachers revealed that students with significant cognitive disabilities have not been receiving the instructional benefits of assistive and instructional technology to access the standards because teachers lack the requisite knowledge and expertise in technology. Since 2009-10, mentor teachers and district leaders have participated in a professional development program that highlights evidence-based instructional practices in formative assessment and technology integration. This will prepare them to train teachers in their home regions. During the second year, training occurred throughout all eight Regional Education Service Agency areas with 53 of the state's 55 county school systems participating. These training events addressed communication and literacy strategies for students with severe cognitive disabilities, the use of interim/diagnostic assessment items for the alternate achievement standards, and the use of software to modify and create computer-based interactive learning activities and assessments for students. These trainings were provided at no cost to the districts.

The professional development culminated in a T1 Statewide Conference in July 2011. Keynotes for the conference were delivered by the state Superintendent of Schools and Dr. Karen Erickson of the Center for Literacy and Disabilities Studies at the University of North Carolina. The agenda included Apple accessibility, Bookshare, Acuity, Don Johnston Literacy Tools, interactive whiteboards, the West Virginia Assistive Technology System, and other technology trainings that addressed scripted stories, schedule development, and prevention of impeding behaviors. District leaders met with teams to develop yearlong professional development plans for their districts. To begin the rollout of the CCEE, the second T1 Statewide Conference, held in August 2012, addressed the CCEE and the Dynamic Learning Maps (DLM) assessment—the state's future AA-AAS, which will be implemented in 2014-15. Teachers and district leaders also took part in sessions demonstrating ways to utilize assistive technology and effective technology integration practices.

Beginning in September 2012, the WVDE's Office of Special Programs and Office of Assessment and Accountability will offer additional professional development regarding the CCEE rollout. Statewide training will be provided during the special education administrators and county test coordinators meetings in fall 2012. Regional trainings for each school district will be conducted during 2012-13 to help teachers learn more about the CCEE, how the CCEE will link with the WV Next Generation CSOs and the CCSS, appropriate instructional strategies, and the DLM assessment.

Graduation 20/20

Implementation of West Virginia's State Systemic Improvement Plan (SSIP) required by the Office of Special Education Programs in the USDE will be initiated in 2015-2016. West Virginia has chosen the state-identified measureable result (SIMR) for children with disabilities to focus on graduation and the target will be 81.44%of youth with IEPs will graduate from high school with a regular diploma by 2017-2018. This increase in graduation rate is aligned with the Special Education State Performance Plan Indicator 1 and the ESEA accountability 2020 trajectory of 90% of all students graduating from high school within four years of enrolling in grade 9. The goal of GRADUATION 20/20 is to help schools build the capacity to identify what they need and to help them decide what strategies and practices will be the best contextual fit. The

WVDE Office of Special Programs has partnered with the National Technical Assistance Center on Improving Transition to Postsecondary Education and Employment for Students with Disabilities (NTACT) and the Collaboration for Effective Educator, Development, Accountability, and Reform (CEEDAR) Center to train local school-based teams to develop site-specific improvement plans and strategies.

For more information about tasks related to assessing learning and accommodation factors for students with disabilities see Table 1-3 in Appendix 1.

OUTREACH AND DISSEMINATION OF WV NEXT GENERATION CSOS TO APPROPRIATE STAKEHOLDERS

The WVDE continually disseminates information relevant to the WV Next Generation CSOs to teachers, principals, students, and parents and will continue to do so as we transition to these new standards.

FROM PROFESSIONAL DEVELOPMENT TO PROFESSIONAL LEARNING:

In late 2012, the WV State Board of Education adopted the following definition of professional development, which signaled the beginning of a major, long-term shift in perspective:

> *Professional development includes sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college and career readiness.*

At the same time, the State Board adopted the Learning Forward Standards for Professional Learning, which provide a framework for school-based collaborative learning teams. Each team determines its own learning needs based on those of its students. Working in these teams, teachers view professional learning as an ongoing process, resulting in a continuous cycle of improvement.

In the fall of 2013, following the education reform legislation, the State Board launched a new initiative, Transforming Professional Learning, in consultation with the National Commission on Teaching and America's Future and an advisory group made up of stakeholders from across the state. The premise of the initiative was to move away from a provider-driven system of professional development, with its centralized, large-scale institutes and academies, to a new school-based model, grounded in the Learning Forward Standards. To provide real-life examples of various ways such a system could work, five *catalyst schools* were identified and supported beginning in 2014. In 2015 additional catalyst schools will be identified to further test the model and provide examples.

Also in 2015, the Department of Education, RESAs, and county instructional leaders began collaborating to construct new, less directive and more supportive roles in this transformed system of professional learning. Clearly, organizational learning is taking place at every level in the state as we dismantle old top-down ways of thinking, reinvigorate professional learning communities statewide, and embrace a system of continuous improvement.

DEVELOPMENT OF AN INFORMATIONAL WEBSITE FOR THE PUBLIC

In December 2011, the WVDE established a website to serve as a communication hub regarding West Virginia's transition to the CCSS: http://wvde.state.wv.us/next-generation/. (This site has been replaced with http://wvnextgen.org/. See the next paragraph for details.) The site includes an overview of the process through which West Virginia adopted the CCSS and rebranded them as the *WV Next Generation CSOs*. The site includes video testimonials from teachers who are implementing the new standards, an overview of the professional development and implementation schedule, and a set of frequently asked questions (FAQs) about the WV Next Generation CSOs. The FAQs provide stakeholders with an overview of why these new learning standards are important to them and to the state, the adoption process, West Virginia's rationale for adopting the new standards, the implications for classroom instruction,

instructional materials, identification/development, and assessments. The site also includes a "Need to Know" section for teachers, parents, and students. Each section features resources relevant to these stakeholders.

To demonstrate and further articulate the education community and general public's increasing understanding of the WV Next Generation CSOs, http://wvnextgen.org/ was launched in late 2014 by The Education Alliance, a non-profit education advocacy agency based in West Virginia. This website provides not only historical information about the rollout of West Virginia's transition to the Next Generation CSOs, but also includes an overview of the standards, informational literature geared for families and educators, frequently asked questions, resources, and voices from teachers and administrators in the field. The website landing page offers bullet points about the intent of the standards and the need for the transition to the WV Next Generation CSOs, as well as a short video explaining the difference in *standards* versus *curriculum*.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR EDUCATORS

The WVDE's large-scale professional development events, such as Teacher Leadership Institutes, inform classroom teachers at each grade level about the WV Next Generation CSOs. By participating in these opportunities, educators are developing a deeper understanding of college and career readiness standards/expectations. The goal is for each teacher to be better prepared to implement these standards in their classrooms and to articulate to students, parents, and community members what it means to be college and career ready in ELA and mathematics. Administrators are also required to attend Teacher Leadership Institutes with their instructional staff.

In the spring of 2013 the Phase 1 of Educator Enhancement Academies (EEAs) were hosted by the eight regional education service agencies (RESAs) to prepare a cadre of more than 900 WV Next Generation CSO trainers. These regionally-based trainers were charged in Phase 2 to deliver professional development on the NxGen CSOs for educators—primarily teachers—in schools across the state during the 2013-2014 school year. The focus of the professional development in Phase II was the increase knowledge of the Next Generation CSOs and to build understanding and practice of required instructional shifts among end-user educator. In Phase II an estimated 28,000 educators were trained.

REGULAR COMMUNICATION FROM THE STATE SUPERINTENDENT OF SCHOOLS

West Virginia has already and will continue to engage in dialogue with critical stakeholders regarding the state's progress toward implementing the WV Next Generation CSOs. The WVDE currently sends weekly updates to district superintendents, LEA chief instructional leaders, professional organizations, Regional Education Service Agency directors, and other education leaders.

OUTREACH TO CHIEF INSTRUCTIONAL LEADERS

Chief instructional leaders represent the frontline for LEAs as they transition to the WV Next Generation CSOs. The WVDE holds two-day workshops for these staff twice a year, creating opportunities for the WVDE and the LEAs to communicate and collaborate. The WVDE has refocused these workshops to provide technical assistance and guidance to chief instructional leaders as they implement the WV Next Generation CSOs and the related assessment system.

A renewed focus on intentional professional learning for educators will be facilitated as part of the WVDE's plan to engage Chief Instructional Leaders in the process of collaborating with educators at the local level to determine their specific professional learning needs.

INVOLVEMENT IN NATIONAL ADVISORY GROUPS/STATE COLLABORATIVE ORGANIZATIONS

West Virginia is a member of the CCSSO's Implementing the Common Core (ICCS) State Collaborative on Assessment and Student Standards (SCASS). Through this collaborative effort, the state has designed an implementation plan with a robust communication component.

The vice chancellor for Academic Affairs with the West Virginia Higher Education Policy Commission is a member of the state's ICCS SCASS team and also serves as the higher education liaison with the Smarter Balanced Assessment Consortium (SBAC). The executive director of the WVDE's Office of Instruction has presented an introductory session regarding the CCSS and their implementation in West Virginia to approximately 120 faculty members from educator preparation programs across the state. The vice chancellor has created a Smarter Balanced West Virginia Higher Education Advisory Council. This advisory council, whose first meeting was held in June 2012, will serve as the link between public education and higher education and assist in establishing placement guidelines for the seamless transition of students who have achieved the college and career readiness standards. The Higher Education Policy Commission has also endorsed two courses—Transitions Mathematics and English 12 CR—to help students meet college and career readiness standards for entrance into higher education programs.

For more information about tasks related to outreach and dissemination of the WV Next Generation CSOs see Table 1-4 in Appendix 1.

PROFESSIONAL DEVELOPMENT AND SUPPORTS FOR ALL TEACHERS

Professional development for the state's education workforce is a centerpiece of the state's plan to transition to the WV Next Generation CSOs. The WVBE's goals for professional development and the resulting *Master Plan for Statewide Professional Development* will help ensure that teachers and administrators receive adequate support related to the CCSS.

During 2011-12, the WVBE's first goal for professional development was to promote "instruction that exhibits an understanding of the CCSS for English/language arts and mathematics including how the new standards align to the West Virginia 21st Century Content Standards and Objectives." The second goal stated that "participants will apply their knowledge of the CCSS into professional practice with specific attention to (1) addressing writing and text complexity, (2) designing school-wide efforts to improve literacy and numeracy, and (3) ensuring technology and science are integrated into improvement efforts." During 2011-12, approximately 423 professional development sessions addressed the first goal, and 370 additional sessions addressed the second goal.

The WVBE's goals for staff development for 2012-13 include a similar, though expanded, focus on promoting high-quality standards-based instruction. The first goal for the upcoming school year states that professional development must "align with curriculum standards to increase educator effectiveness in the arts, world languages, health, physical education, career/technical, reading/English language arts, mathematics, science, and social studies." So far, the state's professional development providers (including the WVDE) have proposed conducting 229 sessions in 2012-13 that align with this goal.

TEACHER LEADERSHIP INSTITUTES

The WVDE is supporting the state's transition to the CCSS through a series of weeklong residential summer institutes supported by ongoing follow-up throughout the school year that will help prepare all educators to implement the WV Next Generation CSOs. These Teacher Leadership Institutes, which began in summer 2011, are attended by teams of teacher leaders from all 55 districts who are accompanied by a building principal or county staff member. This professional development experience deepens the

teacher leaders' understandings of the content and expectations set forth in the WV Next Generation CSOs. It also prepares and empowers educators to facilitate professional development for their peers in their home districts.

In summer 2011, the Teacher Leadership Institutes prepared teams of kindergarten teacher leaders from all 55 districts to lead their peers in implementing the WV Next Generation CSOs during the upcoming school year; 275 kindergarten teachers attended the 2011 institutes and began implementation of the new content during school year 2011-12. In summer 2012, grade-specific weeklong institutes were held for teams of teacher leaders in grades 1, 4, 5, and 9. All 55 districts were represented by teams of teacher leaders during each of the three weeklong institutes, with a total enrollment of 910. Again, these teachers returned to their districts with the expectation to share their knowledge with peers and begin implementation of the new standards. In summer 2013, the WVDE will provide grade-specific Teacher Leadership Institutes for district teams of teacher leaders in grades 2 – 3, 6 – 8, and 10 – 12. Elementary, middle, and high school teachers and their teams will each participate in a weeklong series of professional development delivered in three separate programmatic level academies. These teachers will then return to their districts and promote district-wide implementation of the new standards. The 2014 Teacher Leadership Institute will invite teachers of grades K – 12 to return to a second institute to deepen their knowledge of the new standards and further explore the myriad implications for their classrooms.

Figure 1.1 provides an overview of the professional development/implementation roll-out schedule which indicates all grade levels will have received professional development and begun implementation of the new standards by the 2013-14 school year. Figure 1.1 also illustrates that West Virginia will use a staggered professional development rollout plan. This approach is designed to ensure that, by school year 2014-15, all students enrolled in grades 1-12 will have spent at least one year in classrooms implementing college and career ready standards. Reading the parenthetical notations in the chart diagonally from the top left to the bottom right allows the reader to determine the exact number of years for each cohort of students.

Figure 1.1. Schedule for CCSS-Aligned Professional Development and Implementation

CCSS-Aligned Professional Development and Implementation Schedule

2011 2012	K (0)	1	2	3	4	5	6	7	8	9	10	11	12
2012 2013	K (0)	1 (1)	2	3	4 (0)	5 (0)	6	7	8	9 (0)	10	11	12
2013 2014	K (0)	1 (1)	2 (2)	3 (0)	4 (0)	5 (1)	6 (1)	7 (0)	8 (0)	9 (0)	10 (1)	11 (0)	12 (0)
2014 2015	K (0)	1 (1)	2 (2)	3 (3)	4 (1)	5 (1)	6 (2)	7 (2)	8 (1)	9 (1)	10 (1)	11 (2)	12 (1)
2015 2016	K (0)	1 (1)	2 (2)	3 (3)	4 (4)	5 (2)	6 (2)	7 (3)	8 (3)	9 (2)	10 (2)	11 (2)	12 (3)

Legend for CCSS-Aligned Professional Development and Implementation Schedule

PD/Implementation Schedule:		First Year of PD/Implementation for Grade
	2011-12	K
	2012-13	Grades 1, 4, 5, and 9
	2013-14	Grades 2 and 3, 6 – 8, and 10 - 12
	(0)(1)(2)(3)	Number of Years of Standards Implementation this cohort of students has experienced by this school year
	Red Text:	First year of CCSS-aligned assessment

Through a collaborative partnership with the state's Higher Education Policy Commission, the WVDE is further supporting the implementation of the CCSS by inviting faculty from educator preparation programs to participate in the Teacher Leadership Institutes. More information about the roles of IHEs can be

found later in this section under the heading *"Collaboration with West Virginia IHEs to Help Teachers and Principals Transition to the WV Next Generation CSOs."*

While the foundational content of the Teacher Leadership Institutes is the WV Next Generation CSOs for ELA and mathematics, the institute also helps teacher leaders understand that the goal is not simply the mastery of content knowledge or the use of new technologies but rather student mastery of the learning process. By focusing on quality core instruction, teacher leaders are reminded that inflexible curricula raise unintentional learning barriers for many students and that the burden of adaptation should be placed on the curricula, not the learner.

The goal of education is to develop expert learners who are resourceful, knowledgeable, strategic, goal directed, purposeful, and motivated. As such, the principles of Universal Design for Learning serve as the basis for instructional design throughout the institute. The institute staff comprises master teachers from across the state. They model the design and delivery of curricula to meet the needs of all learners, including ELLs and students with disabilities, by:

- creating flexible designs with customizable options that allow all learners to progress from where they are and not where schools may imagine them to be;
- being flexible in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged in learning; and
- reducing instructional barriers by providing appropriate accommodations, supports, and challenges while maintaining high achievement expectations for all students.

Following the weeklong residential institute, teacher leaders are supported by numerous follow-up opportunities, including webinars, professional learning opportunities, and networks of professional collaboration across grades throughout the year.

Results from an evaluation of EEA Phase II revealed the reach of professional development aimed at building capacity of educators to implement WV Next Generation CSOs. Survey responses from 578 members of the initial cadre of NxGen trainers indicate that a great majority (85%) had indeed provided training, each training an average of 56 educators. District central office staff reported training the largest numbers of teachers, averaging 165 each; general classroom teachers trained the smallest numbers of educations, averaging about 32 each. As noted earlier, an estimated 28,000 educators participated in these training opportunities. About two thirds of those who had provided training planned to provide additional follow-up training, and anticipated that this additional training would last an average of another 10 hours during the 2013-2014 school year.

SUPPORT FOR PERSONALIZED LEARNING (SPL)

Through a partnership with the WVDE's Office of Special Programs, the 2012 Teacher Leadership Institute introduced participants to SPL, in part, through the WVDE's recently issued guidance document. SPL provides a framework for supporting all students—including those who are struggling, those with disabilities, and ELLs—to master the WV Next Generation CSOs by problem-solving individual needs and by providing multiple levels of instruction tailored to each student.

The West Virginia SPL framework suggests flexible use of resources to provide relevant academic, social/emotional, and/or behavioral support to enhance learning for all students. SPL is characterized by a seamless system of high-quality instructional practices that allow all students to sustain significant progress, whether they are considered at risk, exceeding grade-level expectations, or at any other point along the continuum.

In 2005, in response to IDEA, West Virginia began to develop an RTI process. Functioning primarily as a K-3 prevention and intervention model, RTI emerged in West Virginia as a process for identifying and

addressing students' needs prior to initiating the special education eligibility process for those suspected of having specific learning disabilities. SPL embraces these purposes, but the intent of SPL is much more pervasive in scope. SPL operates with the understanding that student learning increases when the right supports are available; these supports are responsively revised or removed as each student's learning advances and deepens. SPL also incorporates and builds on processes formerly implemented as RTI. A key element is that staff, parents, and students collaboratively collect and thoughtfully consider a relevant array of data as a means for determining the most appropriate instruction.

SPL was developed by a group of WVDE staff from the Offices of Instruction; Healthy Schools; School Improvement; Title I; Title II, III, and System Support; Assessment and Accountability; Research; Special Programs; and Technology. WVDE staff took special care to utilize the terminology of the WV Next Generation CSOs and the SBAC. Policy 2419 (*Regulations for the Education Students with Exceptionalities* and *Specific Learning Disability Guidance for Schools and Districts*) was revised effective July 1, 2012. A broad stakeholder group of teachers, administrators, school psychologists and representatives of IHEs, teacher associations, Regional Education Service Agencies, and the West Virginia Advisory Council for the Education of Exceptional Children provided input regarding the documents. Additionally, the WVDE solicited extensive public comments online and through public hearings. The subsequent tools and resources that emerged from this effort can be found at http://wvde.state.wv.us/spl.

As West Virginia implements best practices and proven strategies around SPL, ELLs and students with disabilities will have greater opportunities to access the WV Next Generation CSOs in the general education environment.

The Six Core Principles of SPL

West Virginia is transforming the way learning needs are conceptualized and addressed through the implementation of SPL. This seamless system of high-quality tiered instructional practices supports sustained, significant progress for all students. SPL presents an opportunity for educators to join forces in devising a coordinated system that encourages the flexible use of resources to provide more relevant learning experiences for all students. Early in this transition, West Virginia, like many other states, recognized the importance of leveraging the positive effects emanating from school improvement initiatives, strategic planning, RTI, and coaching. Mission-driven inclusive conversations and research established a common language and agreement among stakeholders on these core principles of SPL:

- Leadership
- School Climate and Culture
- Collaboration
- Family and Community Involvement
- Assessments
- High-Quality Tiered Instruction
    - Core Instruction
    - Targeted Instruction
    - Intensive Instruction

This foundation supported a viable entry point for guidance, technical support, and professional development.

SPL Implementation Guidance for LEAs and Schools

To build understanding of SPL processes, the WVDE has developed a comprehensive guidance document: *Support for Personalized Learning—Guidance for West Virginia Schools and Districts*. It describes current evidenced-based practices that have emerged from the WVDE's partnerships with the CCSS initiative and the SBAC and from feedback from the WVDE's various offices and stakeholders. The content of the guidance document is organized by the six core principles of SPL.

The WVDE realizes that high-functioning SPL largely will result from a careful comparison between what is currently in place and what needs to be in place at every level of the system to meet learning needs. Based on this realization, the WVDE developed a series of practice profiles that align with the guidance document:

- District Practice Profile
- School Practice Profile
- Classroom Practice Profile

These profiles will serve as processing tools for self-assessment along a continuum of implementation stages.

Professional Development and Technical Assistance Related to SPL for LEAs and Schools

Professional development related to SPL is structured to support districts and schools as they work through the SPL implementation process, beginning with comprehensive self-assessment, recognition of the urgent need to change structures and practices to support effective implementation, flexible use of resources, and implementation of high-quality tiered instructional practices. Professional development and technical assistance related to SPL is occurring over three phases [see Figure 1.2].

Figure 1.2. Three Phases of SPL Professional Development and Technical Assistance for LEAs and Schools

2012-2013	2013-2014	2014-2015
Support Targets →		

• Support for Personalized Learning (SPL) Overview
• Specific Learning Disabilities (SLD) Eligibility
• Framework of Support:
  ○ District-Level Practice Profile
  ○ School-Level Practice Profile
  ○ Classroom-Level Practice Profile
• Support for Personalized Learning (SPL) Documentation Utilizing WVEIS On the Web (WOW)
• Parent and Community Partnerships
• Support for Personalized Learning (SPL) Scheduling:
	Instructional Practices for ELA and Mathematics /NXGen CSOs and Behavior:
	• Formative/Classroom Assessment Processes
	• Differentiated Instruction
	• Scaffolding
	• Vocabulary
	• Universal Design for Learning
	• Cognitive Strategy Instruction
	• Technology
	
	1. CORE
	
	2. TARGETED
	
	3. INTENSIVE
		• Leadership
		• Teams and Processes: Problem-Solving
		• School Climate and Culture
		• Assessment
		  ○ Screening/Interim
		  ○ Progress Monitoring/Documentation
		  ○ Diagnostic
		  ○ Summative

While awareness training related to SPL began in summer 2011, more extensive professional development related to implementation commenced in spring 2012, after the above-referenced SPL guidance document was issued. These professional development opportunities have included full-day and follow-up sessions to provide contextual information about SPL, including policy requirements and revisions; the six core principles of SPL; and the related resources available to districts, schools, and educators to support effective SPL implementation. This content has been paired with opportunities for participants to work with the WVDE to clarify misconceptions about the SPL process and to examine district and school practice profiles. The goal is to allow districts/schools an opportunity to engage in self-assessment, to prioritize their needs related to SPL, and to customize the SPL process to best suit their organizations.

During these initial sessions, participants engaged in conversations and planning focused specifically on their local cultures, needs, and resources and relevant to the rigorous expectations of the WV Next Generation CSOs. Regional directors, district superintendents, special education directors, Title I directors, psychologists, principals, coaches, and specialists have all had opportunities to participate in Phase 1

overview sessions and to review and discuss the available guidance and resource materials. The WVDE has tailored the content and activities to make this professional development relevant to various audiences, including IHEs, community members, parents, principals, school faculties, coaches, and teachers. From the beginning, the WVDE has communicated an expectation that the participants must scale up this professional development by sharing their learning at the district and school levels. Table 1.1 presents an overview of the initial SPL professional development schedule.

Table 1.1. SPL Initial Professional Development Schedule

Date	Topic	Audience
July 2011	SPL, Including RTI and Critical Skills within a Common Collaborative Structure	District Administrators
September 2011	SPL – Specific Learning Disabilities (SLD) – Connecting Policy to Practice	Special Education Administrators Curriculum and Instructional Services
October 2011	SPL: An Overview	Federal Program Directors Superintendents
March 2012	SPL Guidance for West Virginia Schools and Districts SPL Guidance for West Virginia Schools and Districts – Specific Learning Disabilities (SLD) Guidance Document Regional Education Service Agency (RESA) Preview of SPL	Office of Special Programs Staff RESA Special Education Staff SLD Stakeholders RESA Teams
April 2012	SPL: An Overview SPL: An Overview/SLD Eligibility SLD Eligibility	New Principals School Psychologists Special Education Administrators
May 2012	SPL/SLD Overview	District Administrators Superintendents WVDE Leadership
June 2012	SPL/SLD Overview West Virginia Education Information System (WVEIS) on the Web (WoW) Interventions Tab (SPL Documentation)	District Administrators Parent Educator Resource Center (PERC) Parent/Educators Information Systems Staff
August 2012	SPL/SLD Overview	Teachers Principals

Planning for the remainder of the SPL professional development is currently underway. The WVDE's Office of Special Programs expects to finalize the schedule for Phase 1 in the coming months and Phases 2 and 3 by the conclusion of school years 2012-13 and 2013-14, respectively.

Technical Assistance for LEAs and Schools to Support Implementation Fidelity of SPL Processes

A second dimension of capacity building is the development of regional technical assistance support specialists. By participating in all the WV Next Generation CSOs trainings, the Phase 1 SPL workshops, monthly meetings, and ongoing correspondence with the WVDE and with local leaders and teachers, the technical assistance support specialists are poised to facilitate needs assessment processes, interpret the core principles of SPL, and connect to relevant WV Next Generation CSOs and practices for the districts they serve.

CONTENT ACADEMIES FOR SPECIAL EDUCATORS

The WVDE's Office of Special Programs also offers a series of content-specific professional development academies to help prepare special educators to deliver high-quality instruction that aligns with the expectations set forth in the WV Next Generation CSOs. Table 1.2 provides an overview of the Mathematics Academies and Literacy Academies during 2011-12 and plans to continue the Mathematics Academies through 2012-13 and the Literacy Academies through 2013-14. Each academy is described in further detail below.

Table 1.2. Schedule for the Mathematics and Literacy Academies to Support the Transition to the WV Next Generation CSOs

	Mathematics Academies		Literacy Academies		
Focus	Deepen teachers' understandings of mathematics and their pedagogical knowledge.		Develop instructional expertise to provide strategically designed instruction that is relevant, engaging, and supportive of students' use of learning strategies to access all content effectively.		
Grade Levels	Grades K-4 Grades 5-8 Grades 9-12		Grades 5-9 Teams of 2-5 teachers from each participating school		
	2011-12	2012-13	2011-12	2012-13	2013-14
Summer Dates	June 13-17 June 27-July 1 July 11-15 July 25-29	June 11-15 June 18-22 June 25-29 July 16-20 July 23-27	June 13- June 16- June 27- July 11-12 July 14-15 July 26-27 August 4-	June 11- June 14- June 18- June 21-22	June 17- June 20- June 24- June 27-28
Fall Dates	October 11 October 12 October 13 October 14	October 15 October 16 October 18 October 17 October 19 October 22	October October October October October 26	October 2 October 4 October October 18	October 8 October October October 17
Spring Dates	March 26 March 27 March 28 March 29	February/March		April 16 April 17 April 18 April 19	April 15 April 16 April 17 April 18

Literacy Academies

In these academies, special educators who serve students in grades 4-9 can deepen their understandings of formative assessment processes by examining and drawing conclusions on the value of descriptive vs. evaluative feedback. Teachers design and implement classroom investigations in collaboration with a small group of academy participants around their choices of one of these five questions:

- How can I incorporate and use more student self-assessment?
- What is school like from my students' points of view?

- How can I use formative/classroom assessment to determine my students' needs?
- How can I incorporate all the stages of gradual release of responsibility?
- How can I expose my students more to whole concepts as a meaningful reference for embedded information?

The WVDE's Office of Special Programs hosted Literacy Academies during 2011-12 and summer 2012 and plans to offer them again during 2012-13 and 2013-14. These academies build the capacity of educators to analyze, socialize, contextualize, and personalize reading/language arts instruction. The goal is to increase student engagement and to teach students to use a set of learning strategies to access independently, process more deeply, and respond to content in ways that align with the expectations set forth in the WV Next Generation CSOs across all content areas.

In addition to increasing the ability of students to access content, it is expected that achievement in reading/language arts will increase as students begin using these strategies more consistently. Participating educators will have access to technical assistance, provided by the WVDE's Office of Special Programs technical assistance specialists (formerly RTI specialists), and will be guided to respond to and generate formative feedback from students. Additional support for participants' learning will be provided through two annual follow-up meetings in each Regional Education Service Agency.

Mathematics Academies

Special educators can build their capacity to customize instruction by participating in Mathematics Academies. A vendor, Carnegie Learning, customizes and provides the content for these academies to special educators at all programmatic levels. The academies allow teachers to strengthen their mathematics content knowledge and better adjust their instruction to support student understanding and fill critical gaps. Additionally, their enhanced knowledge helps them better understand the WV Next Generation CSOs and design more relevant learning experiences for all students. The academies create a targeted learning experience for specific mathematics content areas and grade levels. They also help teachers make richer connections between early mathematics concepts and algebraic thinking. Project outcomes also can include student achievement gains in mathematics, especially among special education students. Additionally, these academies provide special educators with access to a professional learning community – enhanced through social networking tools.

Autism Academies

Though not focused specifically upon the Next Generation CSOS, the Autism Academies, offered through a partnership between the WVDE's Office of Special Programs and the Autism Training Center at Marshall University, are a series of professional development opportunities that strengthen the instructional expertise of special educators who serve students with Autism Spectrum Disorders. Academies were held during 2011-12 and will continue in 2012-13. Additionally, training in the Autism Diagnostic Observation Schedule occurred during 2011-12. This assessment provides diagnostic information for psychologists, speech-language pathologists, and specialists to plan special programming for students with autism.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL MODEL FOR TEACHERS OF ELLS

The WVDE recognizes the linguistic demands that ELLs will experience in accessing the WV Next Generation CSOs. As previously mentioned, guidance and professional development provided through SPL as well as resources that utilize Universal Design for Learning are support strategies that serve the needs of all learners, including ELLs. Additionally, several districts have already begun implementing the SIOP® (Sheltered Instruction Observation Protocol) model to support ELLs. This research-based model provides protocols and supports to improve overall student comprehension, especially in content-area

instruction. It also strengthens overall increased content literacy and facilitates the implementation of the WV Next Generation CSOs. During the WVDE 2012 Summer Institute for Teachers for ESL and World Languages, the key ESL presenter provided an introduction to SIOP® fundamentals. SIOP® will be introduced to general educators during the summer 2013 Teacher Leadership Institutes and will provide yet another scaffold to support ELLs.

For more information about tasks related to the provision of professional development and supports for teachers see Table 1-5 in Appendix 1.

PROFESSIONAL DEVELOPMENT FOR PRINCIPALS

The WVDE recognizes the critical role that administrators are playing in transitioning their schools to the WV Next Generation CSOs. Instructional leadership is the leading skill needed by principals to navigate this transition, and, as such, it was identified as a critical component of the WVBE's 2011-12 goals for statewide professional development—that individuals who participate in state-sponsored professional development shall, as a result, "exhibit increased leadership and collaboration to facilitate school improvement." During 2011-12, professional development providers conducted 352 sessions aligned to this goal.

Likewise, the previously mentioned WVBE Goals 1 and 2 for 2011-12 explicitly communicated the expectation that professional development must build participants' capacity to recognize and implement instruction and leadership practices that align to the CCSS. According to evaluation data collected by the WVDE's Office of Research, school and district administrators attended many of the 793 professional development sessions that aligned to these two goals during 2011-12.

For the past three years, the WVDE has included school administrators as required team members at Teacher Leadership Institutes and will continue to do so as the state moves closer to full implementation of the WV Next Generation CSOs. These institutes have included breakout sessions for principals, focusing on the monitoring and accountability aspects required for the transition.

Further, during 2011-12, the WVDE's Office of Instruction staff conducted regional trainings to build the expertise of staff at the eight Regional Education Service Agencies, central office administrators, and principals regarding the new standards. The Office of Instruction also provided six days of professional development to the principals and leadership teams of low-performing schools—in addition to both district- and school-level trainings.

The WVDE benefits from a unique relationship with the West Virginia Center for Professional Development in designing and delivering professional development for principals, assistant principals, and teachers. Successful completion of the center's Evaluation Leadership Institute is a requirement for administrative certification. Representatives of the WVDE's Division of Educator Quality and System Support's Office of Professional Preparation and the Office of School Improvement have collaborated with the center's chief executive and the director of principal programs in coordinating a redesign of the evaluation institute, based on the revised West Virginia Professional Teaching Standards and the WV Next Generation CSOs. A special emphasis has been placed on the new content standards and objectives as they relate to the professional teaching standards that involve curricula, planning, the learner, and the learning environment. This initiative has been undertaken principally to build capacity for implementing the state's revised educator evaluation system in 2013.

This initial collaborative effort between the center and the WVDE is seen as a gateway to continued joint projects related to specialized training for principals and assistant principals in understanding and implementing the WV Next Generation CSOs. The WVDE will continue exploring other opportunities to collaborate with the center and for other professional development venues to prepare principals and assistant principals for the transition to the WV Next Generation CSOs.

West Virginia received a Benedum Grant to strengthen school leadership in West Virginia as a result of the "Imagine WV' report. The National Governors' Association provided the state with a grant entitled "Principal Effectiveness as a Lever for Improving Teaching Statewide: A Focus on State Policy". This work began in the fall of 2014 and the first stakeholder meeting will be held March 31, 2015.

For more information about the provision of professional development and supports for principals see Table 1-6 in Appendix 1.

DEVELOPMENT AND DISSEMINATION OF HIGH-QUALITY INSTRUCTIONAL MATERIALS

The WVDE's Office of Instruction uses Teach 21 as a springboard for publicizing the WV Next Generation CSOs and for providing high-quality instructional resources to teachers. To date, the site has been visited by approximately 900,000 visitors from 187 countries and territories and boasts approximately 41,400 regular users (individuals accessing the site 200 times or more).

During 2012-13, all existing instructional resources available on Teach 21 (e.g., model lessons, units, project-based learning [PBL] units of study, video clips, and professional development resources) will be reviewed and revised for alignment with the WV Next Generation CSOs for ELA, literacy, and mathematics. This effort will use a peer-review process designed by Jay McTighe and Grant Wiggins and rubrics aligned with the Understanding by Design framework. Resources that cannot be brought into direct alignment with the new standards will be removed from the site. Additional resources, with an emphasis on PBL and inquiry, will be identified or designed by classroom teachers under contract with the WVDE to support the content and expectations set forth in the WV Next Generation CSOs. The teachers will prioritize any standards that are weakly represented or nonexistent in the state's current instructional materials.

Teach 21 currently contains high-quality instructional resources aligned to the following key areas:

- ninth-grade ELA units, developed using the WV Next Generation CSOs:
  - http://wvde.state.wv.us/teach21/Grade9NxGUnitPlans.html
- elementary mathematics cluster lessons:
  - http://wveis.k12.wv.us/Teach21/public/ng_unit_plans/LP/LPO_menu.cfm
- units for teachers of Math I:
  - http://wvde.state.wv.us/teach21/Math1Units.html
- units for teachers implementing English 12 College and Career Readiness (English 12 CR)—this course assists students who have not met the requirements of the college and career readiness standards as evidenced by the Smarter Balanced summative assessment (to be administered in the 11th grade):
  - http://wvde.state.wv.us/teach21/English12CR.html

Revisions to the current Teach 21 website are in progress at this time for the Early Learning Grades of Pre-K through 5. A June 2015 re-launch of high-quality materials organized by grade level is scheduled.

In addition to teacher developed instructional resources, West Virginia is an adoption state; current law and WVBE Policy 2445.41 have been revised to support the use of instructional materials developed by publishing companies aligned with the WV Next Generation CSOs. The adoption schedule, determined by WVBE Policy 2445.40, is based on a six-year cycle with opportunities to review newly developed resources in off-cycle years. To provide teachers with the tools to deliver the curriculum and meet the WV Next Generation CSOs, the instructional materials review committee analyzes, assesses, selects, and recommends to the WVBE print, electronic, and kit-based instructional resources; learning technologies; and other instructional materials. The instructional materials adoption procedure is guided by a select set of criteria, originating from the WV 21st Century CSOs, and includes requirements for equity and accessibility. The

review committee comprises master teachers recognized for their content expertise and recommended by WVDE and RESA content coordinators.

West Virginia is currently in the process of adopting instructional materials for social studies grades in grades K-12, including literacy in grades 6-12, and for mathematics in grades K-8. All resources must be aligned with the WV Next Generation CSOs. The full calendar for instructional materials adoption for 2012-13 can be found at http://wvde.state.wv.us/materials/calendar.html.

West Virginia is currently in the process of adopting instructional materials for English language arts and Health for grades K-12, including literacy in grades 6-12, and for mathematics in grades K-8. All resources must be aligned with the WV Next Generation CSOs. The full calendar for instructional materials adoption can be found at http://wvde.state.wv.us/materials/AdoptionCycles.html.

Additionally, as a governing state in the SBAC, West Virginia will have access to all resources in the digital library, as described in the *Smarter Balanced Work Plan for the Digital Library with Formative Assessment Practices and Professional Learning*. It includes examples of instructional best practices at each grade level; strategies for cross-classroom collaboration; and professional development resources, such as scoring rubrics for performance tasks that promote reliability on teacher-scored portions of the assessments. To ensure a successful transition to the new assessments, SBAC will convene teacher cadres from each member state in summer 2013. These meetings will introduce professional development modules and exemplar modules of formative tasks and tools. West Virginia will identify a cadre of master teachers to participate in these meetings, design a quality professional development experience based upon what they learn at the meetings, and disseminate this professional development experience to all teachers across the eight Regional Education Service Agencies by 2014. WVDE staff and the cadre of master teachers will collaborate to help educators across the state learn how to use the new assessment system efficiently by focusing on the effectiveness of all three assessment components—formative processes, interim assessments, and summative assessments—in monitoring the progress of all students.

In the spring and summer of 2013, each SBAC member state, including West Virginia, formed the State Network of Educators (SNE), a group of educators from throughout the state, to begin the development and review of resources for the Digital Library. Members of the SNE represented both the English language arts (ELA) and mathematics content areas, as well as various programmatic levels. Representatives from higher education were included as members of West Virginia's SNE. Each state also formed a State Leadership Team to provide training and support for the SNE. From August 2013 to August 2014, the SLT attended five training sessions. After each training session, SLT members then provided training to SNEs to assist them in completing their initial work for the Digital Library. From August 2013 to October 2014, each SNE member was required to contribute a minimum of six instructional or professional learning resources and to review at least 12 resources submitted to the Digital Library. Several West Virginia educators agreed to contribute and review additional resources as well. Currently, the Digital Library has more than 2,600 resources available for teachers to use.

For more information about tasks related to instructional materials development/adoption see Table 1-7 in Appendix 1.

EXPANSION OF ACCESS TO ACCELERATED LEARNING OPPORTUNITIES AND SUCCESSFULLY TRANSITIONING STUDENTS TO COLLEGE AND CAREERS

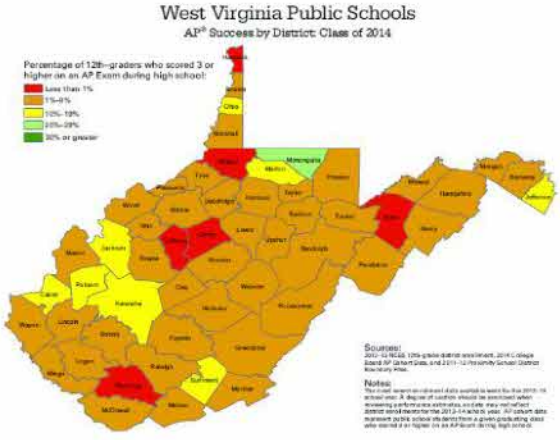
The WVDE is committed to providing rigorous and accelerated learning opportunities for all students. West Virginia has set broad goals aligned to this expectation and has set forth on a path to establish and maintain a system of high-quality and coordinated policy and programming in this area. The WVBE also recently approved the reorganization of the WVDE to support a more personalized learning system for students—one that supports anywhere/anytime learning and that represents true transformation. This new organizational structure will require major policy revisions that acknowledge learning in a variety of settings

tailored to the progress of each individual student. Implementation of these initiatives will bolster the quality of instruction for students who take part in accelerated learning opportunities, increase participation in innovative and rigorous programs with proven track records of success, and create a culture of high expectations that lead to postsecondary success.

ADVANCED PLACEMENT®

According to the College Board's annual *Report to the Nation*, West Virginia continues to show significant growth in its Advanced Placement® (AP®) program. The national report reveals that 20 percent of the state's 2011 class of high school graduates took an AP course before graduation—the highest percentage ever for West Virginia. The data illustrate that the state is closing in on the goal set by WVAP2014 (WV AP Plan)—a partnership among the College Board, West Virginia Department of Education and the Arts, the West Virginia Center for Professional Development, the WVDE, the WVBE, and the West Virginia Higher Education Policy Commission. This initiative is working to ensure that by 2014, at least 25 percent of the state's high school students will have taken an AP course before graduation. Additional goals of the WVAP2014 include ensuring that 15% of the graduating class of 2014 earns a score of 3+ on AP exams and closing the equity/excellence gap for African American students by 2014.

The *Report to the Nation* results are reflective of the productivity of this coordinated effort. Over the past 10 years, West Virginia has gone from 8.8 percent high school participation in AP (2001) to 20.5 percent participation (2011). In addition, more low-income students are taking AP courses—low-income students in the 2011 graduating class took nearly 1,100 exams.



West Virginia requires every high school to offer at least one AP® course in each of the four core subjects and is one of only four states that mandates professional development for AP® teachers, principals, and AP® coordinators (Arkansas, Mississippi, South Carolina, and West Virginia). Per WVBE Policy 2510, county boards of education must ensure that

- students have access to at least four College Board AP® courses annually (at least one from each of the core content areas of ELA, mathematics, science, and social studies)—these courses also can be accessed through the West Virginia Virtual School: http://virtualschool.k12.wv.us/vschool/courses/coursecatalog.cfm;
- all AP® courses must have syllabi approved by the College Board;
- any AP® or International Baccalaureate course can be substituted for a content-related graduation requirement;
- all AP® courses shall be taught by a teacher who has completed the required professional development (effective 2012-13)—WVBE Policy 2515 requires that grades earned in an AP® course be weighted;
- all secondary teachers who teach College Board AP® courses complete the required professional development—the West Virginia Center for Professional Development's Advanced Placement® Summer Institute (APSI) or another College Board-endorsed APSI;
- teachers of AP® courses (a) attend an APSI once every three years after completing the initial APSI and (b) attend an AP® fall workshop every two years (effective 2012-2013);
- all high school principals attend a College Board-endorsed AP®-related workshop (such as the ones delivered by the West Virginia Center for Professional Development) once every two years (effective 2012-2013); and
- all AP® coordinators attend an AP® coordinator's workshop annually (effective 2012-2013).

The WVDE has also linked student achievement on the ACT PLAN assessment, taken each fall by all 10th-grade students, to predict success in AP® courses. All high schools are provided a PLAN to AP® brochure and a PLAN to AP® parent letter, which strongly encourage students who achieve the PLAN college readiness benchmarks to participate in AP® courses. Additional AP® initiatives include the following:

- **Advanced Placement® Incentive Program (APIP)**. This program, funded through a federal grant, provides low-income students with financial assistance to cover part or all of the costs of AP® test fees. It has enabled West Virginia to offer the courses to an increasing number of students.

- **Advanced Placement® Rising Scholars.** This program recognizes students who earn a three, four, or five on at least three AP exams before their senior years of high school. The College Board named 199 West Virginia students as rising scholars, representing the sixth consecutive year that West Virginia has broken its record for AP® scholars. In addition to the Rising Scholars, this program recognizes two State Scholars—the male and female students who earn a three, four, or five on the most AP® exams during their high school careers.

- **Advanced Placement® Success Initiative.** This initiative supports teachers and students in designated AP® courses. The program is divided into two strands: Language Arts/Social Studies and Mathematics/Science. Funded, in part, by the Claude Worthington Benedum Foundation, the initiative offers (1) professional development for teaching content effectively while also preparing students for AP® exams, (2) academic enrichment sessions for students outside regular classroom times, and (3) an outreach campaign to make parents more familiar with the potential benefits of AP®.

In light of these accomplishments, West Virginia recently received the College Board Beacon Award, celebrating the state's commitment to enhancing college readiness through AP®: http://www.wvcpd.org/cmswiki.aspx?name=apbeaconaward.

DUAL CREDIT COURSES FOR COLLEGE CREDIT

Many of West Virginia's high schools offer dual credit programs, which allow high school students to earn college credit at participating IHEs. The WVBE uses a waiver process when high schools wish to offer dual credit courses that substitute for graduation requirement. Schools may offer dual credit as elective credit without a waiver. One area that has been identified for improvement is the establishment of statewide standards for dual credit courses. Currently, those standards depend on agreements between individual high schools and IHEs. The state Superintendent of Schools and the Vice Chancellor for the state Higher Education Policy Commission agree to address this issue jointly during 2012-13 and present recommendations to their respective boards.

In addition to individual school systems' dual credit offerings, the WVDE established West Virginia EDGE (Earn a Degree–Graduate Early) in 2001. EDGE helps align curricula between the secondary and postsecondary levels. The alignment process identifies curriculum gaps, eliminates curriculum duplication, and sets curriculum mastery levels to predetermined standards. Through EDGE, students can earn community and technical college credit free of charge for the duplicated secondary and postsecondary courses identified during the curriculum alignment process. Students earn EDGE credits by receiving a passing grade for identified career/technical education (CTE) courses and also by passing end-of-course exams. During 2011-12, West Virginia students earned more than 80,000 EDGE college credits (compared to less than 1,000 at the beginning of the initiative).

ADDRESSING POSTSECONDARY REMEDIATION RATES

WVBE Policy 2510 (*Assuring the Quality of Education: Regulations for Education Programs*) requires students who do not achieve the college and career readiness standard on the grade 11 West Virginia Educational Standards Test 2 (WESTEST 2) in either mathematics or ELA to enroll in the Transition Mathematics for Seniors course and/or the English 12 College and Career Ready (English 12 CR) course. To address the number of high school graduates entering postsecondary education in need of remediation, the WVDE and the state Higher Education Policy Commission developed these transition courses to improve alignment between K-12 and higher education. The courses are designed for high school seniors who plan to attend college but who score below the legislatively mandated level for placement into credit-bearing courses. The Transition Mathematics for Seniors course was implemented in all West Virginia high schools beginning in 2011-12. The English 12 CR course was piloted in 2011-12 and will be integrated into the high school curriculum in 2012-13. These courses align with the CCSS and have been informed by West Virginia's leadership in the SBAC. More information about these courses can be found at

Mathematics: http://wvde.state.wv.us/policies/p2520.2b.pdf
English language arts: http://wvde.state.wv.us/policies/p2520.1a.pdf

WVBE Policy 2510 also requires students enrolled in the Transition Mathematics for Seniors course and the English 12 CR course to take end-of-course assessments to provide timely feedback on their readiness for college-entry level course work and career. The end-of-course exams (COMPASS®) will align with the state Higher Education Policy Commission's *Series 21, Freshman Assessment and Placement Standards*. In June 2012, ACT updated the item pools for COMPASS® to reflect the CCSS. Students who meet the COMPASS® benchmarks, as defined by *Series 21, Freshman Assessment and Placement Standards*, will be placed in college credit-bearing mathematics and English courses and not in developmental courses.

CAREER READINESS

West Virginia has developed a series of rigorous CTE career concentrations around six career clusters (http://careertech.k12.wv.us/careerpathways/cp.php). Students who complete one or more of the CTE concentrations must complete WorkKeys® assessments to demonstrate the acquisition of necessary mathematics and reading skills for the workplace. Students who meet the established WorkKeys® standards receive the Governor's Work Readiness Credential. CTE students also must complete a performance-based assessment that demonstrates they have achieved the technical knowledge and skills needed to enter the workplace and/or continue in further job training and education. The WVDE also requires CTE programs to offer students an opportunity to acquire industry-recognized credentials and/or licenses (e.g., American Welding Society, Certified Nurse Assistant).

In 2012, the West Virginia Legislature passed Senate Bill 436: Community Technical College/Career Technical Education Consortia Planning Districts. It establishes community and technical college/CTE consortia districts for all community and technical colleges to ensure that the full range of programs and services is provided throughout the state.

TRANSITION TO POST-SCHOOL OUTCOMES

Moving all students toward college and career readiness is essential. The WVDE coordinates efforts to address the postsecondary transition needs of students with disabilities (http://wvde.state.wv.us/osp/Transition/TransitionIntro.html). The WVDE and a stakeholder group of education and non-education agencies and advocates have developed guidance documents, protocols, and resources (http://wvde.state.wv.us/osp/Transition/wvguidancedocuments.html) to support students, parents, school staff, and community members.

COLLEGE AND CAREER EDUCATION AND DEVELOPMENT

The WVDE understands it is critical to increase the number of students (especially high-poverty, at-risk students) who are prepared to enter and succeed in postsecondary education. It is essential that students have the appropriate supports to access appropriate resources as part of purposeful college and career plans.

In 1996, the West Virginia Legislature passed an act requiring every public school student to have an Individualized Student Transition Plan. WVBE Policy 2510, Section 5.5.2, promulgated the rule: "An Individualized Student Transition Plan (hereinafter ISTP) covering grades 9-12 and the first year beyond graduation from high school is developed for every student in consultation with her/his parents/guardian and school counselor or advisor. The ISTP must be reviewed annually with the student and his/her parent or guardian." A variety of resources are available for developing and revising the ISTP:

- **LINKS.** The Learning Individualized Needs, Knowledge and Skills initiative (LINKS) establishes a research- and standards-based West Virginia Student Advisement Model that provides implementation tools, curriculum maps, and web-based standards-based lesson plans that enhance academic, career, and personal-social development for all West Virginia middle and high school students (http://wvde.state.wv.us/counselors/links/about.html).
- **MYStrategic Compass**. This program is a customized career assessment and exploration system available to West Virginia students (http://westvirginia.strategiccompass.com/).
- **In|site** https://wvde.state.wv.us/insite/. in|site is a free WVDE developed online curriculum resource system that provides project modules, lesson plans, instructional videos, interactive games, and instructional tools aligned with career pathways, concentrations, and CTE skills sets and NxG standards. This searchable tool has over 2,500 resources and continually adds resources for teacher, administrator, student, and parent use.

- **College Foundation of West Virginia**. This one-stop website allows students of all ages to access information about higher education and financial aid options and to apply to college (https://secure.cfwv.com/). Since the College Foundation of West Virginia website was launched in October 2009, more than 67,000 accounts have been created, and more than 28,000 college applications have been submitted.
- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**. This federally funded six-year program—coordinated through the state Higher Education Policy Commission—helps students in 10 high-need counties plan, apply, and pay for training beyond high school (http://www.wvgearup.org/index.html).
- **PROMISE Scholarship.** In this merit-based financial aid program, West Virginia students who achieve certain academic goals are eligible to receive funds to help pay for college. Eligible high school graduates can receive annual awards of up to $4,750 to cover the costs of tuition and mandatory fees at public or independent IHEs in West Virginia. Since the program started, more than 32,796 college students have received PROMISE scholarship funds (http://secure.cfwv.com/Financial_Aid_Planning/Scholarships/Scholarships_and_Grants/West_Virginia_PROMISE.aspx).

Transition English Language Arts (ELA) for Seniors was developed and, effective for the 2013-2014 school year, as an elective required to be offered in high schools per WVBE Policy 2510 and the Adolescent Level Guidance to WVBE Policy 2510. Beginning in 2013-2014, students enrolled in Transition ELA for Seniors took COMPASS at the end of the course and students enrolled in English 12 CR where no longer required to take COMPASS.

Effective for the senior class of 2015-2016 and beyond, all public school students enrolled in grade 12 who do not meet the placement standard(s) on COMPASS for mathematics and writing skills as established by the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education will retake COMPASS mathematics and/or the writing skills test at the end of the Transition course(s) or the approved alternate/higher level course. Testing accommodations for students with disabilities or English language learners will take COMPASS with accommodations as determined by their respective IEP Teams, SAT Teams, Section 504 Committees or ELL Committees (WVBE Policy 2340, §126-14-4.8.a).

C COLLEGE AND CAREER EDUCATION AND DEVELOPMENT

West Virginia has developed rigorous sixteen secondary occupational clusters that are aligned with the national career clusters http://careertech.k12.wv.us/. Within these clusters there are concentrations (pathways) designed to prepare students for entry into 21st century employment and/or continuing postsecondary education and training. Each concentration has four required core courses based upon content standards and skill sets (CSS). Students who complete one or more of the CTE concentrations must complete comprehensive technical assessments which demonstrate the acquisition of necessary mathematics, reading and writing skills necessary for workplace entry. The West Virginia Department of Education also requires CTE programs to offer students an opportunity to acquire industry recognized credentials and/or licensures (ie: National Center for Construction Education and Research – NCCER, Certified Nurse Assistant – C.N.A., etc.)

The West Virginia Legislature passed Senate Bill 436: Community Technical College/Career Technical Education Consortia Planning Districts in 2012. It establishes community and technical college/CTE consortia districts for all community and technical colleges to ensure that the full range of programs and services is provided throughout the state. Additionally, The West Virginia EDGE was established in 2001. EDGE is an acronym for Earn a Degree-Graduate Early and is a result of the seamless curriculum initiative that focuses on curriculum alignment between educational levels. The alignment process identifies curriculum gaps, eliminates curriculum duplication and sets curriculum mastery levels to pre-determined standards. Students who participate in the EDGE initiative can earn community and technical college credit,

free of charge, for the duplicated secondary and postsecondary career and technical courses identified during the curriculum alignment process.

The West Virginia Department of Education worked with committee experts from numerous businesses and industries throughout West Virginia to design Simulated Workplace in 2013. This new educational initiative has been created to assist schools in implementing workplace environmental protocols that align with West Virginia workforce requirements, including random drug testing, professionalism, attendance and safety. Simulated Workplace has not only enhanced instructional delivery of career education, but has created a more engaged career and technical student. The simulated workplace environment permits students the opportunity to take ownership of their individual performance as it impacts the overall success of their education, while thriving in an authentic workplace culture. Simulated Workplace also encourages local business and industry experts to join onsite review teams to assist schools in meeting their workforce needs and expectations. http://wvde.state.wv.us/simulated-workplace/)

The West Virginia Department of Education established two primary options for completing a CTE concentration exist for students with IEPs in 2013. The first option is typical completion of a CTE concentration with or without accommodations and supports. The second option, IWRC, provides students with mild learning deficits the opportunity to gain valuable work readiness and occupation specific skills through a CTE career concentration cluster.

The West Virginia Legislature passed Senate Bill 359 providing English Language Arts and Math teachers for every career center in 2013. These teachers assist and train CTE students in the development and use of oral and written communication that is specific to their CTE concentrations. This includes team teaching, cooperative planning, and development of lessons that improve the communication skills of students acquiring skills certifications. Academic lessons parallel the work occurring in the CTE pathway and are relevant to other CTE strategies. Additionally, the academic teacher provides instruction to cover all academic CSO's before awarding potential embedded credit.

OTHER ACCELERATED LEARNING OPPORTUNITIES

There are other significant examples of collaborative partnerships with state agencies, high schools, IHEs, and/or other business and community entities that provide West Virginia students with opportunities to experience rigorous courses and experiential learning that support college and career readiness.

- **Teach21** (http://wvde.state.wv.us/teach21/). This website was designed by West Virginia teachers to help colleagues plan and deliver effective 21st century instruction. It enables educators to access 21st century content standards, learning skills, technology tools, and other resources that exemplify rigorous and relevant instructional design and delivery. The depth of resources support West Virginia's goal to prepare students to be successful in tomorrow's world.
- **Parents21** (http://wvde.state.wv.us/parents21/). This website provides parents and guardians with tools to help their children succeed in the 21st century classroom. Research shows that parental involvement in a child's education is a critical factor in improving academic achievement.
- **Learn21** (http://wvde.state.wv.us/learn21/). This site provides students with access to anywhere/anytime learning. By clicking on a subject (mathematics, science, social studies, language arts, the arts, CTE), students can access links to external websites that provide extra help or enrichment through a variety of interactive resources.
- **West Virginia Youth Science Camp.** In 2011, the National Youth Science Camp partnered with the WVDE for the inaugural year of the project. The West Virginia Youth Science Camp seeks to honor and encourage high-achieving science-oriented students while introducing them to explore vital 21st century science topics they may not have otherwise considered. Guest lecturers in different STEM (science, technology, engineering, and mathematics) fields attend the camp and provide directed studies. During follow-up weekends throughout the school year, the students come back together to report the findings of their ongoing research.

- **West Virginia Spanish Language Immersion Camp.** The WVDE, in partnership with the Canaan Valley Institute and the National Youth Science Foundation, sponsored the inaugural West Virginia Spanish Language Immersion Camp. Inspired by the nationally known Concordia Language Villages, the camp fully immerses students in the language, food, music, art, history, and customs of the Spanish-speaking world while engaging in authentic hands-on studies.
- **Innovation Zones.** This program, created by an act of the West Virginia Legislature in 2009, encourages schools to innovate by permitting certain state laws, rules, and policies to be waived. Such provisions give educators greater local control over the curriculum, schedule, and site-based leadership in their schools. Schools designated as *innovation zones* essentially become learning laboratories with the flexibility to try innovative teaching strategies. A national report on school innovation has cited West Virginia's innovation zones as models for other states seeking to improve their schools. *Innovation in U.S. Public School Districts* by Hanover Research analyzed educational innovations in public schools with a focus on 21st century learning skills. States selected for inclusion in the report were chosen based on their comprehensive 21st century skills curriculum and agenda. The report said West Virginia's innovation zones "allow selected districts more flexibility with established state education policy in order to experiment with new educational structures and teaching techniques." The report also noted that innovation zones allow for flexible scheduling, integration of the arts, the improvement of dropout rates, curriculum centered on the real world, and foreign language instruction in elementary schools.

For more information about tasks related to expanding access to and participation in accelerated learning programs see Table 1-8 in Appendix 1.

Collaboration with West Virginia IHEs to Help Teachers and Principals Transition to the WV Next Generation CSOs

The WVDE's Division of Educator Quality and System Support and Division of Teaching and Learning are collaborating to ensure that all of West Virginia's 20 IHE teacher and principal preparation programs better prepare teachers to instruct students on the WV Next Generation CSOs. The divisions' efforts also prepare principals to support teachers in designing unique opportunities that engage students meaningfully in learning the newly adopted ELA and mathematics curricula based on the CCSS.

Specialized Professional Development for Institutions of Higher Education in the WV Next Generation CSOs

In February 2012, the WVDE's Office of Professional Preparation invited faculty and administrators from the 20 West Virginia IHEs with state-approved educator preparation programs to attend a meeting cosponsored by the WVDE's Office of Instruction. Representatives of schools of education as well as arts & sciences faculty were asked to join in common purpose to better understand the WV Next Generation CSOs and the effective implementation of these standards and objectives in the K-12 continuum and educator preparation programs. More than 150 professors and deans of education and the arts & sciences participated in this comprehensive in-depth exploration of teaching and learning. A special emphasis was placed on personalized learning for all K-12 learners and underscored the designing of learning opportunities for students with exceptionalities and low-achieving students.

The executive director of the Office of Instruction began the meeting with a perspective on developing and implementing the WV Next Generation CSOs. She communicated that the new standards are critical to continuing national and statewide efforts to create opportunities for students to enjoy relevant and rigorous learning in a system that prepares students to attend college or pursue careers of their choice. Participants also were informed about the key stakeholders who helped develop the standards.

The participants received a thorough overview of the ELA standards and objectives. The presentation gave special importance to key differences between the WV Next Generation CSOs and West Virginia's existing curriculum standards: the WV 21st Century CSOs. Resources, including a multimedia presentation featuring David Coleman and other coauthors of the CCSS for ELA, were shared with attendees. Additionally, the participants had ample opportunities to develop preliminary instructional designs for various learners across multiple contexts. Particular emphasis was placed on designing personalized instruction based on the results of formative assessments and addressing all learners within the self-contained ELA learning environment.

Likewise, WVDE staff provided a comprehensive review of key components and innovations in the WV Next Generation CSOs for mathematics. The staff paid significant attention to teaching secondary mathematics since the new standards for this area represent a critical paradigm shift in West Virginia. The staff also emphasized that the new CCSS-based curriculum replaces specific mathematics courses such as Algebra I, Algebra II, and Geometry with more fully integrated courses such as Math I and Math II. The participants explored numerous examples of these and other instructional shifts in the new curriculum through meaningful hands-on activities. They also were challenged to envision how mathematics might best be taught across the developmental continuum. Additionally, representatives of West Virginia IHEs examined how to better prepare elementary educators and secondary mathematics teachers in light of these changes.

This meeting was just the first in a series of meetings that will continue in 2012-13 and 2013-14 to support IHE faculty and administrators in reinvigorating their educator preparation programs. In particular, these meetings will help ensure that the standards and objectives will be implemented with fidelity and address the specific needs of low-achieving students, students with disabilities, and ELLs. This collaborative effort is consistent with other initiatives undertaken by the WVDE to enhance educator effectiveness.

Preparation to Teach Math I through Online e-Learning for Educators Sessions

One particular outgrowth of this exploratory partnership among representatives of higher education and staff from the Divisions of Teaching and Learning and Educator Quality and System Support has been the development of an online, e-learning series for a cohort of West Virginia teachers who hold Mathematics thru Algebra I certification to transition to teaching the Next Generation CSOs associated with Math I. The three-session online series is designed to align with the content necessary to teach the Math I course while also deepening teachers' own mathematical content knowledge. The first of three required sessions in 2012-2013 will be offered in October and November with the second session following in January and February. The final session will be presented in March and April. Teachers who attend all three consecutive sessions will receive a $500 stipend upon successful completion of the 19-week series.

Among the expected outcomes of the online, e-learning series in mathematics is the creation of a sustainable cohort that will build capacity among the districts to teach secondary mathematics with fidelity to the Next Generation CSOs while also creating specialized focus on students with low achievement and/or with disabilities. University faculty who developed the courses for the series have included an action research component to gain additional insight into best practices to address multiples contexts for personalized and competency-based learning of mathematics.

Enhancing Rigor in the Selection and Preparation of Elementary Educators to Teach Next Generation CSOs

Representatives of the 19 West Virginia institutions of higher education who offer educator preparation in Elementary Education have begun a series of meetings to evaluate selection and other evaluation criteria for candidates for elementary certification. The first two meetings, held in Charleston on April 5 and June 8, 2012, initiated a review of current assessments used to evaluate content and pedagogical knowledge of candidates who complete elementary education preparation programs. The university and college administrators and faculty deliberated whether to migrate to a new Praxis II test developed by the Educational Testing Service that delineates four separate sub-tests to assess candidates' content knowledge

in reading and language arts, mathematics, science and social studies as an indicator of readiness to teach across the elementary programmatic level. Participants actually took a sampling of each of the four sub-tests to determine whether the rigor and expectations were appropriate for each content area to engage the heightened rigor and content knowledge demand essential to teaching and learning through the Next Generation CSOs in the elementary school.

Discussion ensued about how best to reflect elementary educators' competency to teach a rigorous curriculum through assessment upon program completion. Consensus was reached by the institutions that an introductory year would precede full implementation of the new Praxis II series test for candidates for elementary certification as recommended for adoption. Liaisons from the Office of Professional Preparation will monitor closely results based on the newly adopted test while encouraging West Virginia's elementary educator preparation programs to discern additional avenues for ensuring elementary educators understand deeply the content they teach. Higher education faculty will convene in fall 2013 for a roundtable discussion of preliminary testing data to highlight areas of instructional focus to improve candidates' completion outcomes as appropriate.

Higher Education Community of Practice to Address Economically-Insecure Low-Achieving Students

The Office of Professional Preparation is working with the Office of Federal Programs to convene a community of practice among higher education faculty to develop specific strategies and a specialized knowledge base for educator preparation programs to prepare West Virginia teachers to address low educational achievement among low-income students. The Office of Professional Preparation will invite key stakeholders of the 20 West Virginia universities and colleges that prepare teachers to share research and best practices related to educating students who live in rural poverty.

The first topical face-to-face meeting of the community of practice is scheduled for spring 2013 and will focus on interpretation of current achievement and economic data. Staff from the Office of Federal Programs will unpack these data for participants to prioritize the work of community of practice. An electronic forum will be in place to continue the community of practice's evolving understanding, developing strategies and exchange of ideas and best practices. The community of practice's primary goal is to alleviate to the degree possible through our educator preparation programs, and subsequently through our educational system, the double burden of economic insecurity and low achievement faced by many West Virginia children.

Collaboration with the Office of Special Programs

The Office of Instruction and the Office of Professional Preparation are investigating the creation of a series of professional development for school of education faculty designed and delivered in the collaboration with the Office of Special Programs. This series will seek to build educator preparation programs' capacity to prepare educators to teach students with disabilities and other exceptionalities using Next Generation Content Standards and Objectives. The executive directors of all three offices are committed to the development of this initiative as the resulting series will greatly benefit educators and students alike. Representatives from educator preparation programs will likewise gain essential knowledge and practical experience in designing specialized learning opportunities for students with disabilities. The series will build on the conceptual framework developed through the Support for Personalized Learning initiative. Faculty of educator preparation programs, especially those working to prepare West Virginia's special educators, have responded favorably to this potential development. The first offering in this already highly anticipated specialized professional development series is being planned for early 2013.

Capacity-Building Series for Educator Preparation

Table 1.3 provides an overview of additional capacity building activities to be undertaken by the WVDE to better prepare educators to deliver CCSS-aligned instruction.

Table 1.3. Capacity Building Series for Educator Preparation

Milestone & Timeline	Parties Responsible	Evidence	Resources	Challenges
Fall 2012 (Ongoing) Math I e-Learning Cohort	Offices of Instruction, Instructional Technology, and Professional Preparation	Mathematics through Algebra I teachers enrolled	WV e-Learning for Educators	Recruitment and completion
January/February 2013 Support for Personalized Learning Framework Initiative	Offices of Instruction, Professional Preparation and Special Programs	Increased university and college faculty and educator capacity to support students with disabilities through Next Generation CSOs	Support for Personalized Learning framework	Extending to all educator preparation endorsement areas other than Special Education
Spring 2013 Community of Practice on Economically Insecure Low-Achieving Students	Offices of Federal Programs and Professional Preparation	Electronic forum established Emerging strategies and specialized knowledge base Improved student outcomes	University- and college-level scholarship and research WVDE data management systems	Connecting educator preparation program completion results to school-based student outcomes
April 2013 Math I e-Learning Cohort – Final 2012-2013 Session	Offices of Instruction, Instructional Technology, and Professional Preparation	Effective transition from Mathematics through Algebra I to Math I Fidelity to Next Generation CSOs	WV e-Learning for Educators Research Findings Teacher cohort	Retention and completion
Fall 2013 Elementary Education Roundtable	Office of Professional Preparation	Improved elementary teacher and student performance	Praxis II assessment data for elementary education candidates	Uneven candidate selection and distribution

EDUCATIONAL PERSONNEL PREPARATION ADVISORY COMMITTEES

The WVBE mandates that each of the 20 IHEs offering an educator preparation program maintain an educational personnel preparation advisory committee, including faculty and community members, students, and public school teachers. These committee members serve the institution as advisors in the development and improvement of educational programs. A teacher quality coordinator from WVDE's Office of Professional Preparation serves as a nonvoting liaison to each institution's committee. These committees not only coordinate the review of schools of education programming but also seek opportunities for preparing teachers and school leaders more effectively. In this capacity, the committees often request presentations and other resources to explore new ideas and approaches in educator preparation.

Policy 5100 (*Approval of Educational Personnel Preparation Programs*) stipulates that these committees meet at least once each semester. The emerging, progressive implementation of the WV Next Generation CSOs has been a consistent agenda item at these semiannual events. The WVDE's liaisons have responded to multiple requests for information regarding the adoption and implementation of the WV Next Generation CSOs. These information sessions have steadily built capacity for higher education faculty to prepare teachers and school leaders to implement the standards. A consistent theme has been increasing the awareness and understanding of how teaching and learning must be designed to address a variety of learners across multiple contexts in terms of readiness to learn and achievement.

EDUCATOR PREPARATION FACULTY PARTICIPATION IN TEACHER LEADERSHIP INSTITUTES

A key collaborative venture between the WVDE's Office of Professional Preparation and the Office of Instruction has been to sponsor a cohort of faculty from the IHEs to participate in the state's signature professional development opportunity: Teacher Leadership Institutes. These annual weeklong institutes are led by and for teachers to learn state-of-the-art instructional designs and theoretical, as well as pragmatic, approaches and best practices. The institutes have recently served primarily to deliver specialized professional development and build statewide instructional capacity for implementing the WV Next Generation CSOs in ELA and mathematics.

This particular emphasis began in summer 2011, when the institute sponsored a Kindergarten Academy that centered exclusively on implementing the WV Next Generation CSOs for kindergarten. Various West Virginia educator preparation faculty attended the entire weeklong institute, which focused on ensuring that all teachers understand the necessity of providing a solid learner-centered educational foundation for all West Virginia children. During the institute, educator preparation faculty took part in a variety of activities, including seminars and hands-on investigations that explored the new content and pedagogical approaches.

The WVDE's Office of Instruction and Office of Professional Preparation are currently exploring the development of specialized learning activities that allow a cohort of IHE faculty to investigate the WV Next Generation CSOs more purposefully and in greater depth. These activities would apply specifically to preparation programs that target students with disabilities and low-achieving students, especially within the clinical practicum setting. The first such cohort is tentatively scheduled to begin with the 2013 summer Teacher Leadership Institute. The Office of Professional Preparation will take the lead in identifying the cohort participants, while the Office of Instruction will assume the primary responsibility for designing higher education professional development modules to be delivered at the institute.

BUILDING CAPACITY FOR PERSONALIZED LEARNING WITH THE NEW WV NEXT GENERATION CSOS

The WVDE's Office of Instruction and Office of Professional Preparation also partnered in an initiative to optimize opportunities for students to learn using the WV Next Generation CSOs. This event, which took place in July 2012 as part of the Teacher Leadership Institute, included several higher education faculty members from the arts & sciences and from schools of education serving as staff and facilitators. The half-day meeting focused on developing student learning goals as part of instructional design and evaluating educator performance. Particular emphasis was given to establishing a clear context for learning; participants designed learning progressions with robust formative assessments to measure progress. The teachers and professors created learning sequences to address the academic and social-emotional needs of special student populations, including students with disabilities and ELLs. Participants worked collaboratively to design student learning targets and content-specific student learning goals using two data points and multiple measurements for specific groups of students with differing degrees of readiness for learning. College and university faculty specifically asked how to improve collaboration with students in the design of instruction to meet specific personalized student needs.

PROVIDING ACCESS TO SMARTER BALANCED DIGITAL LIBRARY FOR HIGHER EDUCATION EDUCATOR PREPARATION FACULTY AND HIGHER EDUCATION STUDENTS IN EDUCATOR PREPARATION PROGRAMS

West Virginia K12 Lead for Smarter Balanced currently is serving on a work group to explore ways to provide access to the Smarter Balanced Digital Library for higher education faculty and students in educator preparation programs. The work group is studying pay structures for IHEs to provide access to the Digital Library for higher education faculty and educator preparation students to explore and use instructional and professional learning formative assessment resources available in the Digital Library as part of educator preparation courses. The current plan is to allow IHEs to provide access to faculty in the fall of 2015.

STANDARDS FOR PREPARATION PROGRAMS FOR PRINCIPALS AND TEACHERS

Teaching and learning through the WV Next Generation CSOs will form an integral part of teacher and school leader practice and preparation. Preparing principals to be strong instructional leaders is essential to implementing the new standards. The Office of Professional Preparation has convened a series of meetings with representatives from the state's six IHE that prepare principals to develop revised standards for the state's leadership preparation programs. These meetings also involved key stakeholders, including department chairs, professors, district administrators, graduate students, and principals. The stakeholder group first met in February 2012 and then again in April 2012; the series will continue in fall 2012. This leadership standard stakeholder group is built on the model established by the taskforce that developed the West Virginia Professional Teaching Standards, which led eventually to all 20 West Virginia educator preparation programs undergoing a rigorous re-approval process to demonstrate alignment with the new teaching standards. The leadership preparation programs will carry out a similar re-approval process once the standards have been approved—anticipated to begin in fall 2013.

CROSS-STATE ENGAGEMENT THROUGH THE STATE CONSORTIUM ON EDUCATOR EFFECTIVENESS

West Virginia enjoys active membership in the CCSSO's State Consortium on Educator Effectiveness (SCEE). At the June 2012 SCEE National Summit on Educator Effectiveness, West Virginia's team included higher education representatives for teacher and principal preparation. Team members participated in sessions on evaluating teachers in non-tested grades and subjects and on enhancing principal and leader effectiveness through alignment with leadership standards. By collaborating with other states, the

WVDE is now better informed in terms of developing revised leadership standards and other initiatives. The WVDE's Office of Professional Preparation has also benefited from the technical assistance provided by the consortium's Educator in Residence Mary-Dean Barringer.

In October 2011, prior to the 2012 summit, West Virginia's state team participated in an SCEE topical meeting in St. Louis that focused on educator evaluation. At this meeting, Office of Professional Preparation staff presented West Virginia's evaluation framework for discussion and review. The state's team will participate in the upcoming SCEE topical meeting in Charlotte, North Carolina, in September 2012. This meeting will focus specifically on teacher and leader preparation. The West Virginia team looks forward to working with colleagues from other SEAs to provide input into policies on teacher and leadership readiness and on educator preparation program approval, licensure, and certification. West Virginia's team has already made considerable progress in implementing a re-approval process for educator preparation programs and seeks to share these experiences with colleagues from other states while gaining insight into how to improve them.

For more information about tasks related to collaboration with WV IHEs see Table 1-9 in Appendix 1.

EVALUATION OF CURRENT ASSESSMENTS AND TRANSITION PLAN FOR IMPLEMENTING THE WV NEXT GENERATION CSOS

The WVDE, in collaboration with the state's education community, has taken bold actions to implement a comprehensive assessment system that aligns with rigorous 21st century proficiency expectations and that includes summative and interim/diagnostic components. The available assessments employ a variety of challenging items, online administration for some components, and an array of opportunities for educators to gather formative and summative data about their students. By investing in this modern assessment system, West Virginia received an "A" grade from Quality Counts in the area of Standards, Assessment, and Accountability in 2006, 2008, 2009, 2010, and 2011[1].

Additionally, West Virginia is in the process of augmenting the current assessment system, which provides excellent coverage for grades 3–11, to include standards-aligned formative assessments in pre-kindergarten, kindergarten, and grades 1 and 2. The inclusion of these new assessments, which will help prepare students for the CCSS, will ensure that valid and reliable information about student achievement is available to guide instruction and inform accountability at all levels of the education system.

Furthermore, because of the WVDE's experience in this area, West Virginia serves as a governing state in the SBAC and has taken a key leadership role in developing the new assessment. West Virginia's K12 State Lead serves as a member of the Smarter Balanced Executive Committee, and WVDE staff currently serve on the following workgroups/committees for the consortium:

- Test Administration
- Formative Processes and Tools
- Technology Approach
- Technology Review Board
- Accessibility and Accommodations
- Performance Tasks
- Digital Library in Higher Education Work Group

West Virginia also serves in a governing capacity in the following consortium areas:

- Teacher Involvement
- Procurement Study
- Technology Readiness Team

West Virginia has an ambitious plan to transition to the SBAC assessment by 2014-15. This plan includes field tests of the new SBAC assessment and online administration of a separate pilot assessment during 2012–13. These activities will help West Virginia gauge the level of administrative effort necessary to administer the SBAC assessment statewide in 2014-15.

The following section briefly describes the components of the current assessment system and the WVDE's plans to transition these assessments during the coming years. The section is organized into five subsections: (1) Formative Assessments Available in Grades PK-2, (2) Summative Assessments Available in Grades 3-12, (3) Interim/Diagnostic Assessments to Aid Teachers in Transitioning Students to the CCSS, (4) College Readiness Assessments, and (5) Career Readiness Assessments.

[1] In 2007, Quality Counts did not include state grades. However, West Virginia was ranked 9th of 51 in Standards, Assessment, and Accountability this year: http://www.edweek.org/media/ew/qc/2007/17shr.wv.h26.pdf.

FORMATIVE ASSESSMENTS AVAILABLE IN GRADES PK-2

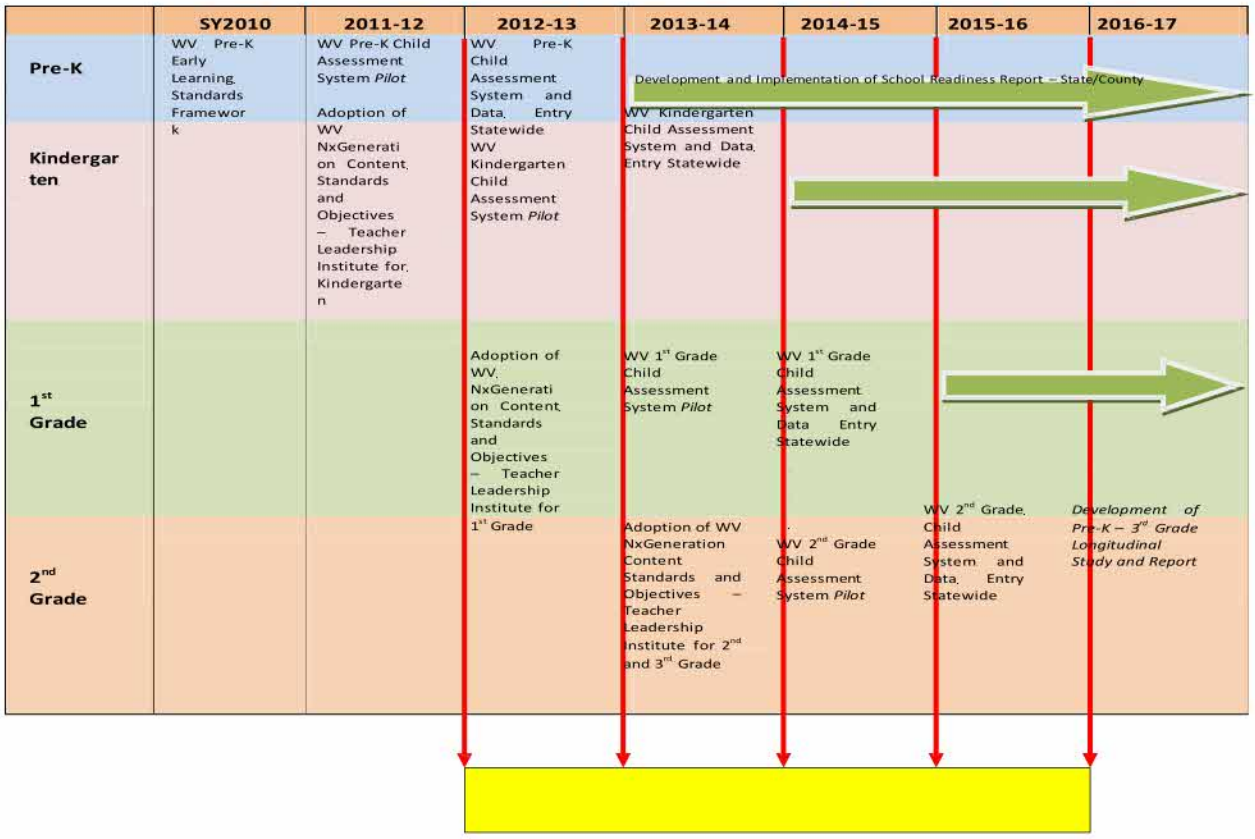
Early Learning Scale (ELS)

The Early Learning Scale, developed by Rutgers University's National Institute for Early Education Research, is a formative, ongoing, performance-based classroom assessment tool that allows teachers to observe children's development over time, that informs intentional teaching, and that is user friendly to facilitate parent communication. Data for the Early Learning Scale are derived from ongoing assessment techniques that occur daily. The Early Learning Scale was included in the 2010 revisions to the West Virginia Early Learning Standards (WVBE Policy 2520.15).

Expansion Plan for Early Childhood Assessment. Over the next five years, the WVDE is projected to complete an ambitious project that will yield population and individualized growth data for children in grades pre-K through 2. These data will be available as part of a multiyear plan to pilot and establish a statewide system for early childhood formative assessment that benefits personalized learning for all children and that informs classroom instruction, planning, and family communication for children in grades pre-K through 2.

This project is already underway via the ongoing pilot of the West Virginia Kindergarten Child Assessment System in selected counties during 2012-13. Figure 1.3 displays a comprehensive timeline for piloting and implementing the early childhood assessment project in conjunction with the rollout of the West Virginia Early Learning/Next Generation CSOs. The project will be undertaken by the WVDE's Office of Early Learning in collaboration with the offices of Assessment and Accountability, Research, Information Systems, and Instruction.

Figure 1.3. Rollout of Additional Early Childhood Assessment Components



The early childhood assessment project will measure children's development across all learning domains, with specific growth data available for language and literacy, mathematics, science, and social emotional/social studies. Components have been built in to ensure instrument validity and teacher reliability. Work with the Early Learning Scale will provide a reliability process that requires teachers to score at a certain percentage before their classroom data can be considered valid for use in the state's early childhood data reporting system. Additionally, the integration of various report components into the system will clearly articulate student growth to a variety audiences, including administrators, teachers, and families. The student profile, or Child Accomplishments Summary, will provide a narrative based on individual children's development across domains at various points throughout the school year. It also will generate annual outcome reports with aggregate growth data based on the accomplishments of children at the state, district, site, classroom, and individual levels. This information will provide guidance to the WVDE regarding decisions about professional development, instruction, planning, and communication.

The completion of this plan will culminate in the development of a comprehensive system of assessments for grades pre-K-2 to complement the existing grades 3-12 system. This will bridge a critical gap in the current education data system, removing a black box that has posed considerable challenges to ascertaining information about student readiness and objectively evaluating the effectiveness of early interventions. The information from these assessments also could dramatically increase the quality of instruction for young students. For the first time in West Virginia history, teachers will have valid and reliable information regarding the ability of each student in early grades to access the state's academic achievement standards. Because these standards are aligned with elementary standards and the CCSS, students should enter the third grade more prepared than ever to participate actively in a quality education. Further, this assessment system will allow West Virginia to conduct unprecedented research utilizing longitudinal designs—informing both policy and program selection.

Revisions to WVBE Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, completed in 2014 identify the formative assessment process as one of the six foundational components of high-quality early learning programs serving children in grades Pre-K through five in West Virginia. Moreover, a transformative intervention framework for student and learning supports has been adopted that focuses on a systemic approach to early literacy. Targeting the development, use, and articulation of student and learning supports, this approach integrates a comprehensive view to early learning and serves as a vehicle to leverage school and community resources. Resources and additional supports are used based on the formative assessment process as indicated in the WV Early Learning Reporting System. This system is used to gauge student progress toward literacy proficiency, inform classroom instruction, and target additional supports during the early grades for students who do not make progress toward literacy proficiency.

How do we achieve Third Grade Reading Proficiency in West Virginia?

High-quality, developmentally appropriate instruction, used in conjunction with the formative assessment process, provides educators the ability to identify children's strengths, proficiencies, and areas for targeted improvement. The utilization of sound, standards-based instructional practices allow educators the opportunity to determine children's learning progressions and articulate development toward proficiency to a standard. To ensure all children receive the supports they need to progress toward proficiency on standards, the ability to make an evidence-based claim is an essential component of high-quality instruction.

These instructional strategies, coupled with use of the formative assessment process to gauge children's development toward mastery of standards, provide the foundation for a reporting mechanism that will indicate individual children's progress toward third grade reading proficiency. As supported by a comprehensive approach to early learning, proficiency toward third grade reading can be identified during the early years of school through the WV Early Learning Reporting System. This reporting system will:

- Provide data regarding state, local, classroom, and individual children's progress of ongoing development toward proficiency in the WV Next Generation CSOs, including but not limited to:
  - English Language Arts: Foundational Reading
  - English Language Arts: Reading
  - English Language Arts: Speaking and Listening

- English Language Arts: Writing
- English Language Arts: Language

- Make available a mechanism to strengthen the family-school connection through family-friendly reports based on individual children's development over time
- Provide longitudinal data regarding children's progress toward yearly reading proficiency
- Identify areas of concern to inform the need for additional supports and interventions
- Compare data from third grade summative testing with students' previous reporting entries to identify areas for continuous quality improvement.

The Formative Assessment Process in Relation to High-Quality, Standards-Based Instruction and Learning for Grades Pre-K through 2

The WVDE's commitment to ensuring high-quality content standards and objectives are understood, articulated, and integrated into the state's classrooms is evidenced by the 2011 adoption of the Common Core State Standards for Grades K-12 and the professional development emphasis that has been placed on these standards. Moreover, in 2010 the state's Universal Pre-K program was one of the first in the nation to align its Early Learning Standards with the format of the Common Core State Standards. To provide a much richer depth of knowledge across programmatic levels and to personalize learning, West Virginia's Next Generation Content Standards and Objectives have been integrated in all grades as of July 1, 2014 The rigor of these standards reflects the instructional shifts and provides opportunities for students to engage in multiple approaches to learning, while building knowledge across all areas of content.

To support this work, the WVDE has engaged in the development and subsequent integration of a reporting system that will yield both population and individualized outcome data for children in grades pre-k through two. Outcome data will be available as part of a multi-year plan to establish this statewide reporting system to benefit personalized learning for all children, as well as classroom instruction, planning, and family communication for WV children in grades pre-k through two grade. This project is already underway in the state, as the WV Pre-K Child Assessment System was integrated into state policy in 2010, and the WV Early Learning Reporting System for Kindergarten was piloted and went through a field trial year during 2014-2015. The processes of integrating the WV Early Learning Reporting System in conjunction with roll out of the WV Early Learning/Next Generation Content Standards and Objectives are reflected in Appendix A.

West Virginia's commitment to ensuring a strong link between content standards and objectives and the formative assessment process will benefit the students of the state, as well as their families. The goals of obtaining outcome data and personalizing learning for all students will be achieved through integration of content standards and objectives and the formative assessment process to provide opportunities to guide classroom instruction, aid in planning, assist with teacher- and child-reflection, and inform families of individual student's developmental progress over time in meaningful ways.

SUMMATIVE ASSESSMENTS AVAILABLE IN GRADES 3 – 12

West Virginia Educational Standards Test 2 (WESTEST 2)

The adoption of the WV 21st Century CSOs transitioned the state's education system from a set of standards that were aligned with only basic skills proficiency expectations to a nationally rigorous set of expectations based on nationally and internationally assessed content (e.g., NAEP, TIMSS, PIRLS, and PISA). This produced a 180-degree turnaround in terms of academic expectations and compelled the state to develop and adopt an entirely new assessment system, the centerpiece of which is the West Virginia Educational Standards Test 2 (WESTEST 2).

Test Development and Features Aligned to 21st Century Expectations/CCSS. WESTEST 2, developed in 2007 and 2008, is administered annually in grades 3-11 in mathematics, reading/language arts, science, and social studies. The reading/language arts subtest of WESTEST 2 includes two components: (1) a selected response session that uses single or multiple connected passages of text and (2) an online writing assessment

session that asks students to respond to writing prompts via a secure computer program—these prompts align to four genres (narrative, informative, persuasive, and descriptive). WESTEST 2 was adopted to ensure compliance with No Child Left Behind.

WESTEST 2 items were developed purposefully to align to 21st century expectations, many of which form the basis of the CCSS. Some of these characteristics include the following:

- engaging formats that employ various types of graphic organizers;
- increased item rigor to mirror the depth of knowledge level of the content standards and objectives;
- language and tools that reflect 21st century skills;
- scenarios and answers that reflect 21st century skills;
- real-world applications;
- items that require critical-thinking skills, including extrapolation and application; and
- application of problem solving and the potential for multiple approaches

These parameters incorporate many of the characteristics of the CCSS's Standards for Mathematical Practice and the English Language Arts Anchor Standards. Table 1.4 and Table 1.5 provide overviews of this alignment:

Table 1.4. Features of WESTEST 2 Aligned with CCSS Standards for Mathematical Practice

Selected CCSS Standards for Mathematical Practice	Corresponding Features of WESTEST 2
Make sense of problems and persevere in solving them.	Many WESTEST 2 items have multiple methods for solving and still arriving at the same solution. Many items include illustrations and/or graphic organizers to help students frame their thinking.
Reason abstractly and quantitatively.	WESTEST 2 items expect students to consider multiple pathways to solutions and to give attention to units of measurement.
Construct viable arguments and critique the reasoning of others.	WESTEST 2 items require students not only to calculate an answer but to identify a reasonable justification or to determine a viable argument.
Model with mathematics.	Many WESTEST 2 items incorporate scenarios as part of the information. Students can use charts, graphs, or other models to solve the problems.
Use appropriate tools strategically.	Students can use calculators, rulers, and paper to solve problems; additionally, students can use embedded graphic organizers, if necessary.
Attend to precision.	Some items contain justifications for responses that require students not only to determine precise answers but to justify their processes.
Make use of structure.	A major component is pattern recognition and application to other situations.
Look for and express regularity in repeated reasoning.	Students are expected to recognize situations where common mathematical algorithms are required as part of the problem-solving process.

College and Career Readiness Anchor Standards for ELA	Corresponding Features of WESTEST 2
Reading	Reading passages address the college and career readiness anchor standards for reading and language. The passages represent a variety of writing genres and informational text. Students are expected to respond to items that link multiple texts, requiring them to use higher-order thinking skills and to generalize information.
Writing	A separate online writing component addresses three of the four components of the college and career readiness anchor standards for writing and language. Each student responds to a randomly assigned passage and prompt from one of four genres: narrative, descriptive, informative or persuasive (only narrative or descriptive in grade 3). Passages and prompts are delivered electronically, and students respond via computer. The writing assessment is performance based and delivered online. As such, West Virginia has several years' experience developing and administering online performance assessments. The ability to include performance task assessments via an online platform is a cornerstone of the SBAC proposal.
Speaking and Listening	WESTEST 2 does not assess speaking and listening.
Language	Several multiple-choice items on the reading/language arts test assess student knowledge of various components of the language standard. Additionally, student responses on the online writing assessment are scored in five analytic writing traits, including organization, development, sentence structure, word choice/grammar usage, and mechanics.

2009 Benchmark Standard Setting. West Virginia educators established the original 2008 cut scores for WESTEST 2 via the bookmark standard-setting methodology based on the fall 2008 field test of the assessment. These cut scores resulted in a distribution of performance, ranging from approximately 60 percent mastery in third grade to 40 percent in 11th grade—decidedly more rigorous than the prior assessment (WESTEST). However, in 2009, as West Virginia continued the transition to rigorous 21st century standards and assessments, the WVDE worked closely with its Technical Assistance Committee, LEA representatives, and educators to redefine mastery expectations through a groundbreaking benchmark standard-setting process recommended by Dr. Gary Phillips of the American Institutes for Research. The rationale was that the revision of proficiency expectations would more accurately reflect the policy expectation that West Virginia students would be able to meet and exceed national and international proficiency expectations. Ultimately, this transition has resulted in West Virginia being better positioned to transition to the CCSS.

As described by Phillips (2010), the benchmark method of standard setting begins with a review of empirical data. These data set the stage for policy decisions about the appropriateness of a set of cut scores, given real-world expectations that exist for students. This is contrary to traditional standards setting, which ends with a review of empirical data that results from stakeholder decisions about what "proficiency" represents.

In February 2009, the WVDE and test vendor CTB/McGraw-Hill (hereafter, CTB) conducted a benchmark standard setting for WESTEST 2 for grades 3-11 in mathematics, reading/language arts, and social studies, and for grades 3-9 in science to recommend cut scores associated with five performance levels: *Novice, Partial*

Mastery, Mastery, Above Mastery, and *Distinguished.* Four committees—comprising 128 classroom teachers (69% of the committee), administrators, policy makers, parents, and community members—focused on individual content areas. These four groups were divided into four subgroups for grades 3-4, 5-6, 6-7, and 9-11. Within these subgroups, participants worked in small groups of four with single table leaders.

Using Phillips's (2010) recommendations and following the Bookmark Standard Setting Procedure (BSSP; Lewis, Mitzel, & Green, 1996), the WVDE examined previous WESTEST 2 and NAEP data to determine target percentages of *Mastery*-level students—West Virginia's performance level representing proficiency. Using these target cut scores for proficiency, CTB trained participants in the Bookmark Standard Setting Procedure and how to use and interpret target cut scores. Participants then participated in the Bookmark Standard Setting Procedure for the initial grades of 3, 5, 8, and 11 in mathematics, reading/language arts, and social studies and for grades 3, 5, 7, and 9 in science. Participants then engaged in the Bookmark Standard Setting Procedure for the interim grades. This approach maximized efficiency while ensuring that the participants considered the cut scores for all grades.

After two rounds of participant recommendations, the WVDE and CTB reviewed the proposed cuts to determine the percentage of students classified in each performance level. All adjustments were presented to the standard-setting participants, who then gave feedback on the new targets and provided content-based rationales and alternate bookmarks and rationales, if necessary. This process was repeated for the interim grades.

At the conclusion of the standard-setting process, the participants analyzed and refined the WESTEST 2 performance-level descriptors—summarizing the knowledge, skills, and abilities of students at each level. The WVDE reconvened and adjusted the cut scores to be within acceptable industry standards (Cizek & Bunch, 2007), using standard errors of measurement and cut scores. These cut scores were approved by the WVBE in May 2009. The same approach was taken for science in grades 10 and 11.

2010 Cut Score Revision to Accelerate the Transition to the CCSS. In November 2009, the WVDE convened a meeting of the National Technical Assistance Committee to discuss the operational results from the 2009 WESTEST 2 and the necessity of a second standard-setting meeting to adjust cut scores and performance descriptors, if needed.

In December 2009, as part of a statewide initiative to promote 21st century skills and to adjust the WESTEST 2 achievement standards to match national and international benchmarks more closely, the WVDE targeted new cut scores and developed new performance-level descriptors (renamed achievement-level descriptors). When evaluating the cut scores for WESTEST 2, the WVDE considered the percentage of students at or above proficient on the NAEP. Additionally, data from the Trends in International Mathematics and Science Study (TIMSS) were considered in evaluating the appropriateness of the new cut scores. By applying these new cut scores to the spring 2009 operational data, the WVDE calculated the percentage of students classified in each achievement level for each grade and subject area.

In February 2010, the WVDE and CTB conducted a cut score review using the 2009 WESTEST 2 operational data. The same Bookmark Standard Setting Procedure from 2009 was used to determine the new cut scores based on the 2009 operational test data. All 27 individuals who participated in this review also had been part of the February 2009 standard setting, and most had served as table leaders. Approximately 35% of the participants were classroom teachers, and most of the remainder were county test coordinators.

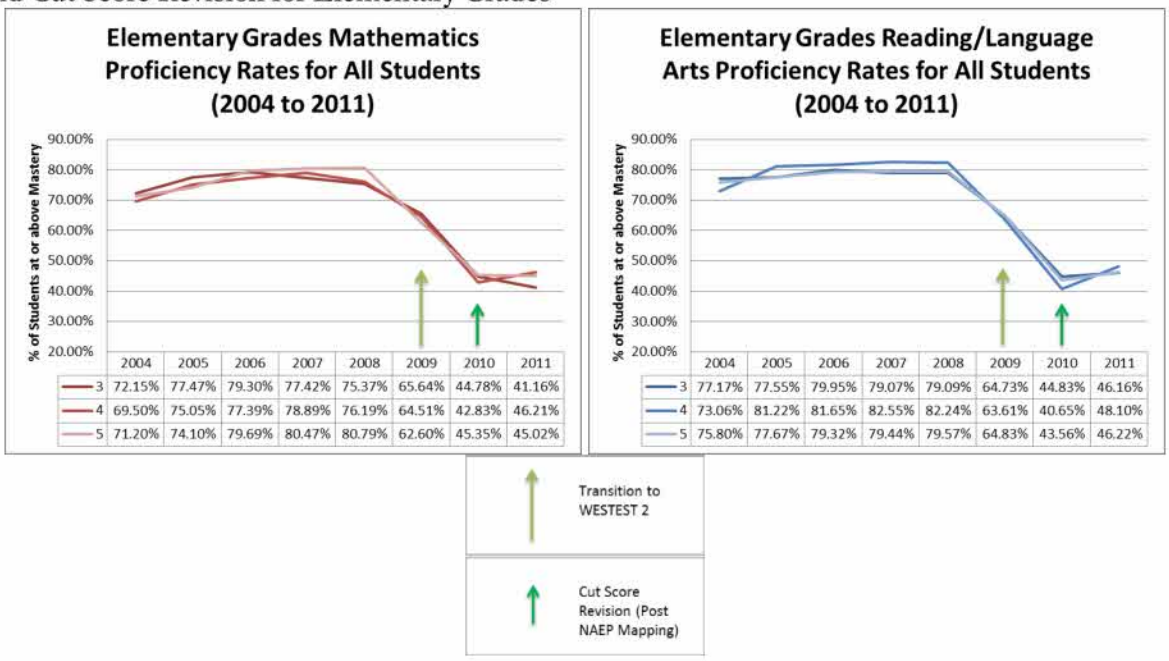
At the conclusion of the cut score review process, the participants analyzed and refined the WESTEST 2 achievement-level descriptors. The WVDE reconvened and adjusted the cut scores to be within acceptable industry standards (Cizek & Bunch, 2007), using standard errors of measurement and cut scores. These new cut scores were approved by the WVBE in March 2010.

Impact of Transition in Standards/Assessment, Benchmark Standard-Setting, and Cut Score Revision. In mathematics, the median percentage of grade 3, 4, and 5 students who were proficient in 2008—the last

year of WESTEST—was 76.19%. After the transition to the WV 21st Century CSOs and WESTEST 2 in 2009, this percentage decreased to 64.51%. Further revisions to the cut scores for WESTEST 2 following the February 2009 benchmark standard-setting process resulted in even more dramatic reductions in the percentage of students meeting proficiency expectations—from a median of 64.51% in 2010 to 44.78% in 2011. The data illustrate similar reductions for elementary grade students in reading and language arts—the median percentage of students meeting proficiency expectations declined from 79.57% in 2008, to 64.73% in 2009, to 43.56% in 2010, reflecting the increased rigor that resulted during these transitions.

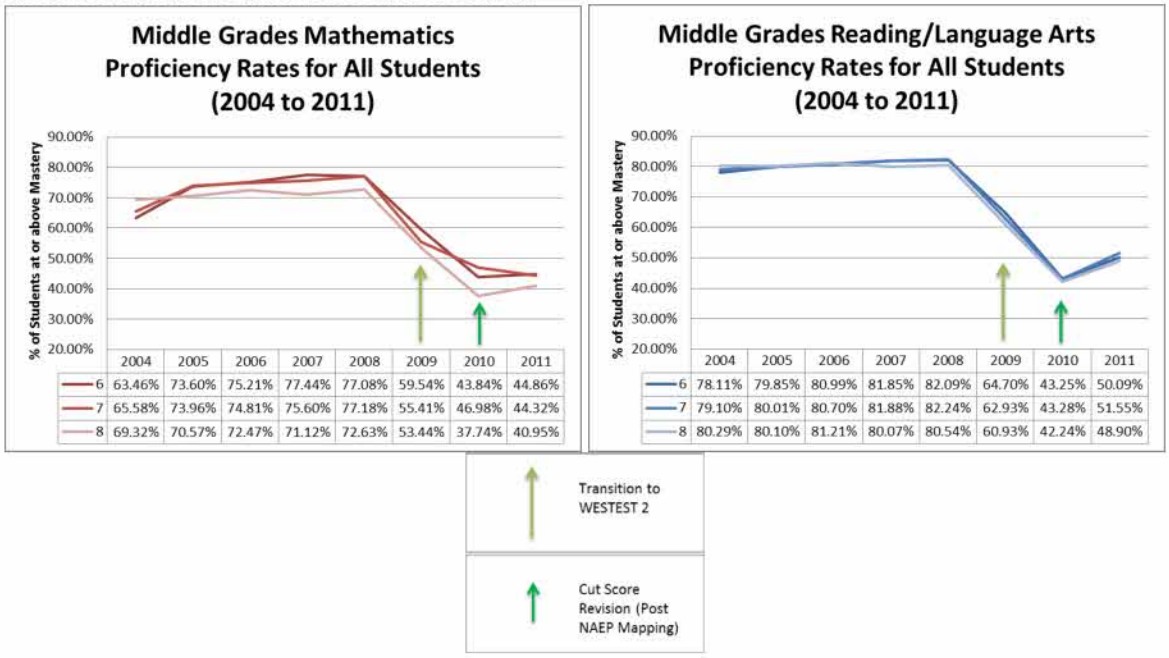
As these figures illustrate, the transition from WESTEST to WESTEST 2, the subsequent 2009 benchmark standard setting, and the 2010 cut score revision resulted in a dramatic decrease in the percentage of elementary students who met the state's new rigorous performance expectations in mathematics and reading/language arts [see Figure 1.4 for more details].

Figure 1.4. Impact of Transition in Standards/Assessment, Benchmark Standard-Setting Process, and Cut Score Revision for Elementary Grades



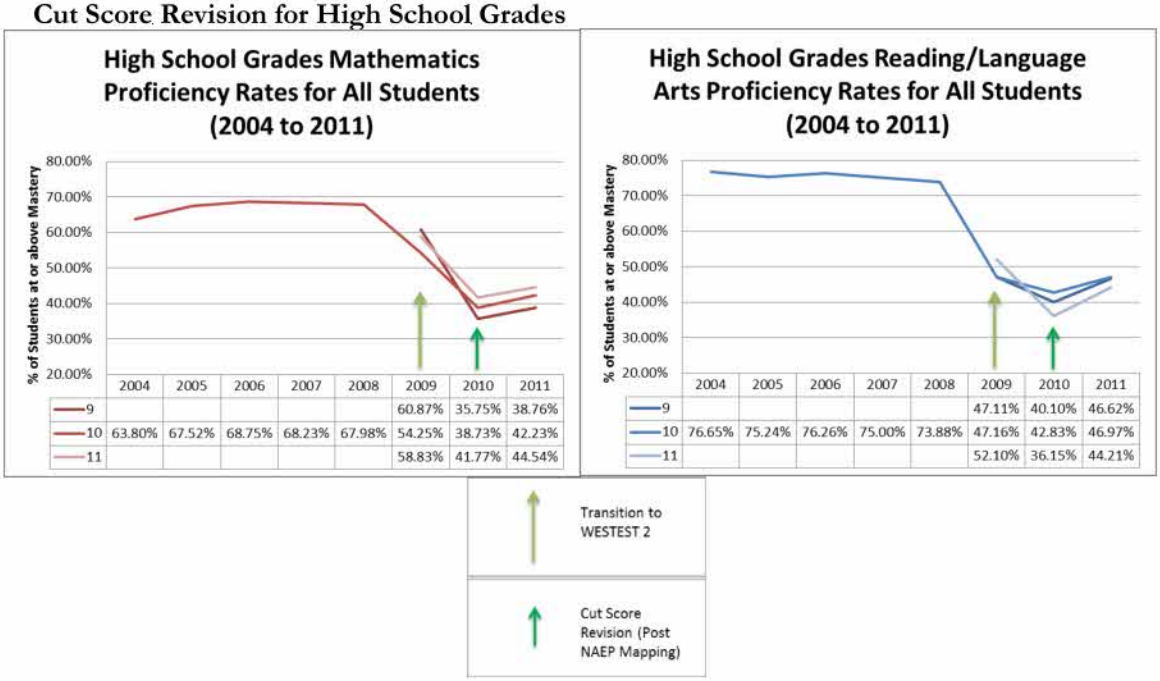
The transition for middle school students—grades 6, 7, and 8—was similarly dramatic. The median percentage of students meeting proficiency expectations in mathematics declined from 77.08% in 2008 to 43.84% in 2010. The median percentage of students meeting the expectations for reading/language arts also declined significantly from 82.09% in 2008 to 43.25% in 2010 [see Figure 1.5 for more details].

Figure 1.5. Impact of Transition in Standards/Assessment, Benchmark Standard-Setting Process, and Cut Score Revision for Middle School Grades



Finally, the transition for high school students—grades 9, 10, and 11—also reflects the increased rigor of the new expectations. The percentage of grade 10 students meeting proficiency expectations in mathematics declined from 67.98% in 2008 to 38.73% in 2010. The percentage of students meeting these expectations for reading/language arts declined from 73.88% in 2008 to 42.83% in 2010. West Virginia also began testing grades 9 and 11 in the transition to WESTEST 2, and these data clearly show that the transition in standards/assessment as well as adjustments to the cut scores had a significant impact [see Figure 1.6 for more details].

Figure 1.6. Impact of Transition in Standards/Assessment, Benchmark Standard-Setting Process, and Cut Score Revision for High School Grades



West Virginia's transition to more rigorous standards clearly resulted in a dramatic decrease in student proficiency rates at all tested grade levels. However, due to this transition to more nationally/internationally rigorous proficiency expectations, West Virginia was recently lauded for having standards that are "about right," according to the Southern Regional Education Board. This resetting of academic standards communicates West Virginia's commitment to broad reform and positions the state to transition successfully to the CCSS and the SBAC assessment.

Development of the West Virginia Growth Model. West Virginia is committed to helping educators better understand how individual students perform and grow academically. With a robust longitudinal data system and unique individual student identifiers in place since the early 1990s, West Virginia has had the ability to track individual student progress longitudinally for many years. However, the current status model of school accountability used in West Virginia and in many other states has not encouraged this approach. Instead, student performance has traditionally been captured annually at isolated points in time with little consideration of investigating performance over time (i.e., growth). The status approach is limited because students who perform at or above *Mastery* at a given point in time under this model may or may not be on track to maintain this level of performance in the future. Conversely, students who perform below *Mastery* at a given point in time could potentially be on track to attain *Mastery* within a reasonable amount of time. The current status model is insensitive to both possibilities.

Having identified the need to familiarize stakeholders with measurements of student growth in preparation for implementing the next generation of student assessments—and acknowledging the need for such information to guide instruction and program evaluation—the WVDE contracted with Dr. Damian Betebenner of the National Center for the Improvement of Educational Assessment in 2010 to develop the West Virginia Growth Model. The model uses the student growth percentile methodology developed by the state of Colorado to determine individual student growth on the state's summative assessment. It is described in detail in Dr. Betebenner's 2008 publication *Norm- and Criterion-Referenced Student Growth*: http://www.nciea.org/publication_PDFs/normative_criterion_growth_DB08.pdf.

The West Virginia Growth Model applies an extension of least-squares regression, known as quantile regression, to all available prior academic performance data and determines an annual conditional student performance distribution, which is used to calculate a student growth percentile for each individual student with at least two consecutive WESTEST 2 scale scores. The student growth percentile provides descriptive and diagnostic information about how much growth has occurred for a given student over a single year when compared with students across the state with similar academic histories. Put another way, the process examines a student's current performance relative to those who have previously "walked the same performance path." The student growth percentile can be readily converted to an easy-to-understand probability statement that informs stakeholders about the spectrum of observed growth for West Virginia students— shining the light on both exemplary and troubling levels of individual growth.

Furthermore, student growth percentile analysis allows the state to apply the results forward and determine various percentile growth trajectories for each student. These trajectories (one for each percentile) provide a real-time view of the necessary levels of growth, expressed in the growth percentile metric, for students to reach a given level of performance within one to three or even more years. These trajectories allow stakeholders to quantify what it will take for a student to reach any performance outcome that might be established. In conjunction with predefined performance goals and timelines, the results can be used to define an adequate growth level for achieving or retaining *Mastery* of the state's academic achievement standards within a reasonable period of time.

Taken together, student growth percentiles and percentile growth trajectories allow the state to answer two key questions. "How much growth has occurred?" can be quantified using the student growth percentile. "Is it enough growth?" can be determined using pre-established performance goals and timelines together with percentile growth trajectories.

In 2011, the WVDE, under Dr. Betebenner's guidance, conducted preliminary calculations based on the 2008-09 and 2009-10 operational WESTEST 2 assessment data. Customizations to the statistical program used to derive the student growth percentiles were subsequently completed in 2011 with Dr. Betebenner's assistance. The WVDE has used these customizations to brand the student, class, school, district, and state reports with its own nomenclature and to customize the underlying mathematical calculations within the program syntax to reflect variable constraints specific to West Virginia. As a result, West Virginia can now produce student, class, school, district, and teacher growth reports in house with only minimal external technical assistance each year. Moreover, because West Virginia employs a common student information management system in all LEAs (the West Virginia Educational Information System), the WVDE projects that early during the 2012-13 school year, all teachers of record will have access to interactive growth reports for their rostered students for the current and previous school years. These reports will be updated dynamically as rosters change and will provide teachers with unprecedented access to live assessment data and innovative data visualizations. These changes will help drive instructional improvement for students who are not achieving the necessary growth to reach or maintain the state's proficiency expectations for reading/language arts and mathematics. Additionally, the WVDE's Office of Assessment and Accountability will conduct regional professional development related to the West Virginia Growth Model Accountability during 2012-13. This professional development will include an overview of the available reports as well as guidance for interpreting growth data and using this information for planning purposes.

Data from the West Virginia Growth Model will also be used for the following:

- **School Improvement.** School-level growth data—such as the median student growth percentile, percentages of students who achieve probabilistically low or high levels of growth, and students who achieve growth-to-standard—will help determine the relative need for and the impact of various school improvement interventions. Status and growth measurements of academic progress also will inform school classifications.

- **Educator Effectiveness.** The median student growth percentile can be calculated for nearly any group and interpreted as a summary statistic quantifying the average growth for that group. At the classroom level, the median growth percentile can be conceptualized as one estimate of a classroom teacher's impact during an academic year. Likewise, with respect to principals and administrators, a school-wide median growth percentile for all students and for relevant subgroups can reasonably be considered with other measurements of student performance as meaningful evaluative criteria. Student growth data from the model are incorporated into the current educator evaluation system [see narrative for Principle 3].

- **Informing Instruction Decisions.** Teachers will use student growth data to help determine a range of instructional interventions for their students. Specifically, growth data will provide teachers with individualized information regarding which students are progressing toward proficiency and which ones require more intensive intervention to meet proficiency.

  Program Evaluation and Research. Data from the West Virginia Growth Model will provide unprecedented value to WVDE's systemic research initiatives and program evaluation. The individual student-level data generated via the model will offer an entirely new window into the academic growth of students, who are impacted by various intervention programs provided by the WVDE and external vendors. This information will produce better-informed policy decisions about which programs should receive continued support and which programs should be abandoned in pursuit of more effective alternatives.

- **Informing Stakeholders.** The West Virginia Growth Model will make statewide assessment data more accessible and useful to a wide variety of stakeholders, including

parents, students, teachers, and school administrators. This is because the model will quantify individual student growth within a norm-referenced framework that is easily understood by the public. Beyond student growth percentiles, growth-to-standard calculations will make the state's criterion-referenced goals and objectives much more accessible to parents and other stakeholders by simply illustrating the necessary levels of sustained growth to keep students at proficiency or to ensure they meet proficiency within a predetermined period of time. This information will be valuable to educators as they select instructional techniques and for parents as they provide the necessary supports for their children. Student growth reports will be widely available to LEAs, teachers, and principals during 2012-13; parent reports should be accessible by 2013-14.

West Virginia's plans to include growth data in the state's accountability system are further detailed in the narrative for Principle 2.

WESTEST 2 was moved to an online format for the spring 2014 administration. To facilitate this move within the state, WVDE and its vendor conducted numerous webinars, area trainings and general meetings with administrators, and the administration of the 2014 WESTEST 2 went very smoothly. Going forward West Virginia will continue to use this training model to ensure the new assessment has a smooth rollout and administration through spring 2018.

West Virginia Alternate Summative Assessment

The West Virginia Alternate Summative Assessment for 2014-2015 consists of the DLM mathematics and ELA assessments in grades 3-11 and the APTA science assessment in grades 4, 6 and 10. To prepare for the spring 2015 administration of the DLM mathematics and ELA assessments, workshops have been presented statewide for county and school special education educators on completing the First Contact Survey, the Personal Needs Profile, the test administration system and administering the assessments. Training for the first administration of DLM has been presented to district test coordinators, district technology directors and district special education directors using a train the trainer model. Resources are posted on the WVDE DLM Folder.

For 2014-2015, West Virginia is transitioning to the DLM science assessment. Beginning in 2015-2016, West Virginia will become a governing state in the DLM Science Alternate Assessment Consortium and administer the operational DLM science assessment in spring 2016 in place of the APTA science assessment.

Alternate Performance Task Assessment (APTA)

As noted earlier, the Alternate Task Performance Assessment (APTA) is West Virginia's Alternate Assessment Based upon Alternate Academic Achievement Standards (AA-AAS). It is administered in mathematics and reading/language arts in grades 3-11 and in science in grades 4-6 and 10. As a member of the Dynamic Learning Maps (DLM) assessment consortium, West Virginia has plans to transition to the new DLM assessment by 2014-15.

West Virginia Test of English Language Learning (WESTELL)

This is West Virginia's English language acquisition proficiency examination for K-12 students who are not native English speakers or who have a home language other than English. The state's transition plan for instruction/assessment of ELLs was detailed earlier under the major heading "*Linguistic Demands of WV Next Generation CSOs and the Development of Corresponding ELP Standards.*"

English Language Proficiency Assessment for the 21st Century (ELPA21)

West Virginia is an active member of the ELPA21 Consortium. The state will administer the ELPA21 field test during the winter of 2015 and will move to full operationalization the 2015-2016 year. ELPA21 will replace the WESTELL as the state's new English language proficiency assessment.

INTERIM/DIAGNOSTIC ASSESSMENTS TO AID TEACHERS IN PREPARING STUDENTS FOR THE CCSS

Acuity – Acuity is an online program developed by CTB that provides schools with formative and interim/diagnostic assessments aligned to both the WV 21st Century CSOs and CCSS. The program provides feedback, scoring, and reporting in mathematics, reading/language arts, science, and social studies. It is designed to inform teaching and improve student learning. Instructional resources guide students through step-by-step mini-lessons targeted to a variety of skill sets. Districts currently use West Virginia-developed benchmark assessments, develop their own benchmarks aligned with their curriculum pacing, and/or develop individual teacher-made assessments using the available item bank. The WVDE's Office of Assessment and Accountability provides professional development and technical assistance support to LEAs and school staff in using these resources to drive instructional and school improvement decisions.

In preparing for the transition to the CCSS, West Virginia has developed a variety of mathematics and ELA custom items within the Acuity Platform—all aligned to the CCSS. CTB has also included additional CCSS-aligned items and a set of CCSS diagnostic forms in the item bank. Existing WV custom items written to the WV 21st Century CSOs have been aligned, where applicable, to the CCSS. Teachers can use these items to determine their students' levels of readiness to access the WV Next Generation CSOs. Additionally, West Virginia plans to develop additional Common Core resources for ELA and mathematics, as illustrated in Table 1.6.

Table 1.6. CCSS Augmentation Schedule for Acuity Assessment

School Year	Grades	ELA Resources	Mathematics Resources
2012-13	4,5, and 9	Additional CCSS-aligned items for LEA/school use New performance tasks that assess students' speaking and listening skills ELA units that use text-based questioning and that address content aligned to the CCSS	Additional CCSS-aligned items for LEA/school use CCSS Math I unit assessments CCSS Math 4 and Math 5 cluster assessments CCSS Math I and Math II readiness tests for placing students in the correct mathematics classes Gridded response items and performance task items aligned with the CCSS

2013-14	3, 6, 7, 8, 10 and 11	Additional CCSS-aligned items for LEA/school use New performance tasks that assess students' speaking and listening skills ELA units that use text-based questioning and that address content aligned to the CCSS	Additional CCSS-aligned items for LEA/school use CCSS Math II unit assessments CCSS Math 3, Math 6, and Math 7 cluster assessments Gridded response items and performance task items aligned with the CCSS

West Virginia Writes (WV Writes)

WV Writes is a performance-based formative assessment that allows students to practice their writing using an online program. It provides formative writing assessments that inform teaching and that improve student learning. It also generates important data on student performance relative to the West Virginia writing rubric areas of organization, development, sentence structure, word choice/grammar usage, and mechanics; these data allow educators to target their writing instruction more effectively. CTE programs have also created custom prompts within WV Writes to help students refine writing skills that relate to specific career clusters.

In transitioning to the CCSS, WV Writes will be augmented with additional writing prompts and lesson plan units that align with the current WV 21st Century CSOs and the CCSS writing standards. The prompts will allow teachers to determine their students' levels of readiness to access the CCSS. The WVDE plans to develop additional resources, as indicated in Table 1.7.

Table 1.7. CCSS Augmentation Schedule for WV Writes

School Year	Grade(s)	Resources
2012-13	4, 5, and 9	Four grade 4 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 5 Common Core prompts and writing units (2 informative, 2 argumentative) Eight grade 9 Common Core prompts and writing units (4 informative, 4
2013-14	3, 6, 7, 8, 10 and 11	Four grade 3 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 6 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 7 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 10 Common Core prompts and writing units (2 informative,

Because of the expiration of the state's contract with the previous testing vendor September 30, 2014, teachers access to Acuity and West Virginia Writes ended in September 2014. During the transition to the new Smarter Balanced interim assessments, the Office of Assessment and Research developed a series of printable interim assessments and sample writing performance tasks and posted them on a One Drive that can be accessed by teachers across the state. Additional ELA and mathematics items were added for use during this transition

period to ensure full coverage of all standards and assessment targets. The Office of Assessment and Research conducted multiple online trainings for teachers on ELA and math related to the interim assessments.

In March 2015, the Smarter Balanced interim assessments became available. The Office of Assessment and Research is in the process of conducting a series of online trainings to assist teachers with administering both Smarter Balanced's Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs), which are accessible on the same testing platform as the state's general summative assessment.

COLLEGE READINESS ASSESSMENTS

ACT EXPLORE®

EXPLORE® is a norm-referenced test given to all eighth-grade students in West Virginia. It includes mathematics, English, reading, and science subtests. All items are selected response. It also includes an interest inventory component to predict potential college/career pathways.

ACT PLAN®

PLAN® is a norm-referenced assessment that measures English, mathematics, reading, and science skills for 10th-grade students. It can also gather information and generate reports regarding students' educational career plans, interests, high school course work plans, and self-identified needs for assistance. The purpose of this assessment is to provide career awareness and exploration activities; additionally, 10th-grade students can use it to revise their individualized plans for the 11th and 12th grades. ACT® is the vendor for ACT PLAN®.

ACT COMPASS®

COMPASS® is an untimed computer-adaptive college placement test that quickly evaluates students' skill levels in mathematics and English (writing). As a computer-adaptive test, it adjusts the item difficulty to the skills of the individual student, eliminating items that are too easy or too difficult and that contribute little to the student's score. Such flexibility reduces the number of items and testing time while maintaining the accuracy of the results. This adaptive nature means that few students receive the same items or even the same number of items. Students begin testing with a question of medium-level difficulty. If they answer correctly, more difficult questions are generated; to the contrary, if they answer incorrectly, a less difficult question is provided. The software continues to provide more or less difficult questions until a reliable score is obtained.

CAREER READINESS ASSESSMENTS

ACT WorkKeys®

This assessment targets grade 12 CTE students in applied mathematics, reading for information, and locating information regarding specific CTE concentrations.

Global 21 CTE

This assessment is administered in grades 9-12 for CTE students who have completed a career concentration.

CTE TECHNICAL ASSESSMENT

Student Portfolio

Portfolios are collections of student work representing their performance, skill sets and credentials. A portfolio may be a folder or an electronic file containing a systematic collection of student work and related materials that best illustrates CTE activities, projects, and achievements within his/her training

program. Portfolios should also include evidence of student work, performance evaluations, CTSO participation, pictures of projects/activities, earned credentials, service learning projects, etc. The overall goal is to assist students in assembling a portfolio that can demonstrate their talents, represent their writing capabilities, and tell their personal story of career and college readiness.

Student Capstone

Capstone projects demonstrate and align with specific concentration skill sets in addition to serving as a culminating academic and intellectual experience for students during their final CTE course. These projects may address a topic related to the concentration which includes research on the subject, portfolio of findings and results, creates a final product demonstrating their learning acquisition or conclusions (a paper, short film, or multimedia presentation, etc). Students then are required to present an oral presentation on the project to a panel of business and industry experts and community members who evaluate the overall quality of the capstone.

For more information about tasks related to transitioning West Virginia's assessment system see Table 1-10 in Appendix 1.

FACTORS TO BE ADDRESSED IN PREPARING TEACHERS OF STUDENTS WITH DISABILITIES WHO PARTICIPATE IN THE STATE'S ALTERNATE ASSESSMENT BASED ON MODIFIED ACADMIC ACHIEVEMENT STANDARDS (AA-MAAS)

West Virginia does not currently employ an AA-MAAS; however, the WVDE acknowledges the need to prepare teachers of students with disabilities, who should ideally be instructed on modified academic achievement standards to utilize the Next Generation CSOs. In 2009, Measurement Inc., under contract with the WVDE, studied the issue in West Virginia schools and determined the target student characteristics for a potential AA-MAAS; however, West Virginia has no plans for an AA-MAAS:

- The target student group functions significantly below grade and/or age level, and the achievement gap does not close over grade levels.
- Progress for these students does not consistently match expectations given their scale score loss/gain statuses on general or alternate assessments—as measured by their IEP Narrative Description, Progress Ratings on IEP Goal/Short Term Objectives, and Report Card grades.
- No typical student profile adequately captures the range of social, emotional, cognitive, and behavioral strengths and weaknesses of these students (e.g., some students might be described as hard workers, while others lack motivation; some might be described as disruptive, while others seem polite).
- The target students remain at the *Novice* level in reading/language arts on general assessments because of the gaps between their skill levels and the difficulty of the test.
- The target students instructed on alternate academic achievement standards remain indefinitely at the *Above Mastery* level on the reading/language arts subtest of the alternate assessment due to the lack of a more appropriate test on which they could demonstrate progress.
- The representation of males within the population is significantly stronger than females across reading/language arts and mathematics.
- Girls taking the 1%alternate assessment are more likely to move up to the general assessment, and boys are more likely to move down from the general assessment to the alternate.

Additionally, within the randomly selected sample of students who held the same performance levels for three years, the study identified 62% as being mildly mentally impaired.

With respect to instruction, the researchers found the following:

- There were only slight differences in the data on student learning activities, instructional time, and levels of modification for students who exhibited reading gains (RG) and students who exhibited reading losses (RL).
- Accommodations and modifications were used extensively to meet students' needs. The IEP review conducted as part of this study illustrated broad diversity in this area.
- There was a high variance in the percentage of participation in the special education versus general education environments.
- Formal and informal assessments were being administered to students in classrooms.
- Teachers of the target group, and their administrators, supported inclusion.
- Teachers of RG and RL students reported similar obstacles. The three most common were
    1. insufficient multilevel instructional materials;
    2. insufficient time in the schedule; and
    3. general education teachers who were resistant to and inadequately prepared for teaching students with disabilities.

With respect to assessment, the researchers found the following:

- Test assignments and reassignments for these students were based on data documenting the severity of students' needs.
- The reading/language arts subtest of the general assessment measured only a *small extent* of what the target students know and can do; the alternate assessment's reading/language arts subset did so to a *moderate extent*.
- Based on teacher self-reported data, there was a clear mandate to reassign most target students to new, more appropriate assessments if they were available.
- The appropriate new assessment should be less rigorous than the general assessment but more rigorous than the alternate. It should also include modifications that match more closely the accommodations and modifications used for instruction—specifically, shortened text, simpler language, and reduced choices.

The transition to the SBAC assessment and the DLM alternate assessment will expand the WVDE's ability to measure the target population's ability—that is, due to its computer-adaptive nature, the SBAC assessment should greatly expand the "floor" of the general assessment and allow a more robust measurement of achievement for these students. Likewise, the DLM assessment will vastly extend the "ceiling" of the current alternate assessment and better measure the ability of students who have significant cognitive disabilities but who currently achieve consistently at the highest levels of performance on APTA.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☒ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

West Virginia is a Governing State in the Smarter Balanced Assessment Consortium (SBAC) See Attachment 6, Page 200

West Virginia continued its membership in Smarter Balanced by signing a new Memorandum of Understanding with Smarter Balanced in January 2015 (See Attachment). The state also became a member of the Multi-Agency Assessment Cooperative (MAAC), along with Washington, Hawaii, Idaho, South Dakota and the U.S. Virgin Islands, and entered into a contract with American Institutes for Research (AIR), effective January 1, 2015, to administer the state's summative assessment. West Virginia will begin the administration of the West Virginia General Summative Assessment in the spring of 2015. The West Virginia General Summative Assessment will include the Smarter Balanced Assessments for ELA and mathematics in grades 3-11, as well as the state's own assessment in science. The West Virginia Board of Education in January 2015 granted a waiver to WVBE Policy 2340 for the science assessment to be administered only in grades 4, 6 and 10 with no social studies assessment in 2010. This waiver will reduce the amount of testing for 2015 and allow districts and schools more flexibility in establishing appropriate schedules for test administration.

To assist districts and schools in preparing for and administering the West Virginia General Summative Assessment, the Office of Assessment and Research conducted a series of face-to-face and online training sessions. In December 2014 and again in February 2015, the Office of Assessment and Research conducted

face-to-face training for district test coordinators (DTC). Additional online trainings were conducted with DTCs and district and school technology coordinators to assist them in understanding and using the new online assessment systems that will be crucial to successful test administration. District and school personnel will continue to have opportunities to ask questions and seek guidance through a series of online question and answer sessions that will be provided before and throughout this year's test administration.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

INTRODUCTION AND BACKGROUND

When the West Virginia Department of Education (WVDE) announced its intent to submit an ESEA Flexibility Request by September 6, 2012, the state immediately filed for a waiver from the No Child Left Behind Act (NCLB) to allow for sufficient time to develop a comprehensive and supportive accountability system. This allowed West Virginia to freeze our 2011-12 annual measurable objectives (AMOs) to those levels approved in the Accountability Workbook for the 2010-11 school year. This essential action enabled West Virginia to work in a focused manner with the education community to craft a thoughtful, fair, and constructive accountability system—one that addresses student achievement and growth, provides a measure of achievement gaps, includes other important metrics such as graduation/attendance rates, and sets rigorous but attainable objectives for schools. The accompanying differentiated identification and support system provides support to struggling schools and districts and will promote data-driven changes and quality strategic planning. It is our strong belief that this system, which is outlined within this request, will build capacity in West Virginia schools and districts to close persistent achievement gaps by encouraging and incentivizing student achievement and progress. This supports our ambitious goal of ensuring all West Virginia's students are taught in highly effective schools by the year 2020.

Upon receiving approval on May 20, 2013, West Virginia began the process of implementing the approved accountability system with the accompanying differentiated identification and support system. While the differentiated supports have proven effective in addressing the ongoing school improvement needs of the identified schools, stakeholder feedback suggested that the complexity of the designation system and the components of the West Virginia Accountability Index (WVAI) were not easily understood. Specifically, reference to the designations associated with the Other Title I Schools including *Success, Transition* and *Support* created a challenge in communicating broadly with stakeholders. As a result, West Virginia Governor, Earl Ray Tomlin, tasked the West Virginia Board of Education to revise the state's accountability system as to implement a school rating approach that would assign a letter grade of A-F and would be more easily understood and embraceable by a larger audience. The intent of the proposed new rating accountability system is to carry forward the previously identified differentiated supports while more effectively engaging parent and local community members in the school improvement process. The new system is expected to take effect in the fall of 2016 when two years of data from the new assessment are available to calculate growth.

WEST VIRGINIA'S ACCOUNTABILITY SYSTEM: A CONTEXT FOR TRANSITION

Following passage of NCLB, West Virginia revised its accountability and accreditation systems to include expectations that schools must improve student achievement, attendance, and dropout rates for all students. As such, the accountability and accreditation systems were adapted to foster the following:

- Rigorous and fair statewide goals for students and schools around their participation in statewide assessments, student achievement, attendance rates, and graduation rates
- Improved student achievement and graduation rates for all students and subgroups
- Clear communications to parents and stakeholders around the state's goals and expectations for student learning and school performance
- Guidelines and guidance at the state and local levels to focus support and intervention on those schools and school systems with the greatest needs

The state's federally based accountability system communicates a "pass/fail" designation that indicates whether a school has made Adequate Yearly Progress (AYP) or falls under the category of "Needs Improvement" while a concurrent state-based system assigns schools an accreditation status based on whether or not a school makes AYP. As part of the federally based accountability system, schools are required to meet increasingly stringent AMOs through 2014. NCLB prompted West Virginia to develop a criterion-based assessment that defined student proficiency across five performance levels (i.e., *Novice*, *Partial Mastery*, *Mastery*, *Above Mastery*, and *Distinguished*). Using the West Virginia Educational Standards Test (WESTEST), the target of 100% proficiency by 2014 seemed potentially attainable. However, as operational assessment data were compiled and compared to national (e.g., NAEP) and international (e.g., TIMSS) performance distributions, the WVDE realized that the state's standards, assessments, and expectation must be revamped. Please see Table 2.1 below for West Virginia's approved AMOs.

Table 2.1. West Virginia Title I AMOs

Year	Elementary Math	Elementary Reading / Language Arts	Middle School Math	Middle School Reading / Language Arts	High School Math	High School Reading / Language Arts
2004-05	72.00	67.00	75.00	64.00	71.00	59.00
2005-06	72.00	67.00	75.00	64.00	71.00	59.00
2006-07	76.67	72.50	79.17	70.00	75.83	65.83
2007-08	76.67	72.50	79.17	70.00	75.83	65.83
2008-09	56.00	57.00	57.00	50.00	48.00	48.00
2009-10	34.00	37.00	37.00	35.00	28.00	31.00
2010-11	50.50	52.75	52.75	51.25	46.00	48.25
2011-12	67.00	68.50	68.50	67.50	64.00	65.50
2012-13	83.50	84.25	84.25	83.75	82.00	82.75
2013-14	100.00	100.00	100.00	100.00	100.00	100.00

In West Virginia's first approved Accountability Workbook the state used a back-loaded trajectory that would have required equal increments of increases in student proficiency over time. If the standards and assessment had remained the same from 2003 to 2014, this would have been a reasonable approach to reach the policy expectation of 100% proficiency by 2013-14.

The 2009 shift in AMOs which is evidenced in Table 2.1 resulted from a total overhaul of the standards resulting in adoption of the WV 21st Century CSOs and a new assessment—WESTEST 2. This new assessment was far more rigorous and assessed new concepts and skills rather than basic knowledge. In 2010, upon review of impact data from field tests and the first year of operational administration of WESTEST 2, West Virginia further increased proficiency expectations by revising cut scores to better align with the state's performance on national and international assessments.

As shown in Table 2.1, the new starting points beginning in 2010 were an incredibly stringent set of expectations—and are more reflective of West Virginia's historic performance on the NAEP. While the decision to revise the cut scores was intended to better align with national and international expectations, the state also hoped to communicate the urgency of students becoming ready for college and careers. The major concern, however, came with revising the AMO trajectory. Table 2.1 illustrates that maintaining a policy

expectation of all students reaching proficiency by the 2013-14 school year required approximately 15% proficiency increases each year—an absolute impossibility given the increased rigor and heightened expectations inherent in the new standards and assessments. As a point of context, without the waiver to freeze AMOs to 2010-11 levels, nearly 90% of schools would have failed to make AYP at the conclusion of the 2011-12 school year, thus grossly miscommunicating the state of education in West Virginia at a time when we have enacted substantial reforms to truly confront our educational challenges.

In the face of such steeply increasing expectations, the state would have applied the state accountability system to determine sanctions in addition to those based on Title I sanctions, as per Section 1116 of NCLB. Depending on the number of consecutive years a school failed to make AYP, the WVDE's Office of Educational Performance Audits, the state's accrediting body, issued a revised accreditation status. Table 2.2 depicts the differences between WVBE Policy 2320 and NCLB's Title I school sanctions.

Table 2.2. West Virginia School Sanctions

Not Meeting AYP after:	WVBE Policy 2320	Title I School Section 1116
Year 1	Recommend Unified School Improvement Plan (USIP) revision to address identified deficiencies	Recommend USIP and Title I Plan revision to address identified deficiencies
Year 2	Temporary Accreditation Status • Revise USIP with improvement date certain (1-5 years) • Upgrade to Conditional Status when approved • Provide assistance (SEA)	School Improvement • Implement improvement plan • Identify 10% of Title I allotment for staff development • Provide technical assistance (SEA & LEA) • LEA must offer School Choice
Year 3	Continue Conditional Status or be designated as Seriously Impaired if date certain not met • Assign improvement consultant team • Designate a Distinguished Educator to provide assistance (optional)	School Improvement • Continue previous year sanctions plus o Add supplemental services for eligible students
Year 4	Continue Conditional Status or be designated as Seriously Impaired • Revise USIP with a date certain • Implement School Choice after one year as Seriously Impaired	School Improvement • Continue previous year sanctions plus o Implement corrective action

While the state and Title I accountability systems exhibit a degree of alignment in terms of sanctions, the classification systems reveal a disconnect. The Title I accountability system requires an increasing number of students to be proficient as schools work toward achieving progressively higher AMOs. Depending on a school's designation of making AYP, that school is on a list. In turn, when schools fail to make AYP due to a lack of proficient students, the Office of Educational Performance Audits (OEPA), the state's accrediting body, applies a different set of criteria to determine a school's accreditation status. This yields two separate sets of criteria schools must monitor that are often considered misaligned. Further, many of the state accreditation criteria are only applied to a subset of schools—those schools not making AYP—disincentivizing continuous improvement among those schools that have made AYP but have room to grow.

ACCOUNTABILITY SYSTEM THAT PROVIDES DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT FOR ALL LEAS AND ALL TITLE I SCHOOLS

INTRODUCTION AND BACKGROUND

This Flexibility Request affords West Virginia an opportunity to align the designations of schools for both Title I and state sanctions under a single system, *the West Virginia Accountability Index* (WVAI). The WVAI assigns points to schools for progressively higher performance on a balanced set of metrics that will be in place no later than the 2013-14 school year. The resulting school designations carry with them a thorough and well-articulated system of differentiated recognition, accountability, and supports to encourage continuous improvement among schools and LEAs. West Virginia used the WVAI to define rigorous and realistic trajectories coupled with rigorous and attainable proficiency-based AMOs. These whole-school and subgroup-specific targets, corresponding to a set of designations that prioritize rewards and services to high performance/progress schools, persistently low achieving schools, and schools with persistent achievement gaps, have yielded a proposed accountability system is rigorous, fair, valid, and transparent.

This system has three key purposes which we believe will lend themselves to the accomplishment of our primary goal that all West Virginia students will be taught in highly effective schools by the year 2020:

1. Legitimately and purposefully identify improvements or declines in academic achievement and school performance promoting intentional intervention to correct these deficiencies;
2. Draw attention to persistent and pervasive achievement gaps and require associated supports to close these gaps; and
3. Point to areas of improving, declining, or stagnating instructional quality and provide supports to improve these areas.

OVERVIEW OF THE WEST VIRGINIA ACCOUNTABILITY INDEX

West Virginia's new accountability system will use an index comprising a balanced set of indicators based on student achievement in mathematics and reading/language arts. In light of the requirement that an accountability system will address all necessary aspects of ESEA section 1111(b)(2)(C)(v)(II)(II), the index components will differentiate between elementary/middle schools and high schools. The state intends to include additional achievement metrics as revisions to state statute are proposed by the West Virginia Legislature.

From the public's standpoint, the West Virginia Accountability Index will be easy to understand. A school will receive an overall score based on multiple components of student and school success and will examine subgroup-specific Annual Measureable Objectives addressing both school-wide and student-focused interventions. These scores will be used to classify the school into one of six designations:

1. *Priority Schools*: persistently lowest achieving schools
2. *Support Schools*: schools that are not meeting their index-based trajectories *and* demonstrate that a majority of their subgroups are not making sufficient academic progress;
3. *Focus Schools*: schools with persistent and pervasive subgroup achievement gaps/subgroup graduation rate gaps;
4. *Transition Schools*: schools that are not meeting their index-based trajectories *or* demonstrate that a majority of their subgroups are making sufficient academic progress;

5. *Success Schools*: schools that are meeting their index-based trajectories *and* demonstrate that a majority of their subgroups are making sufficient academic progress.
6. *Reward Schools:* our highest progress and highest achieving schools will be designated *Reward schools*. Schools designated as *Success Schools* will be reviewed to identify whether they meet the criteria of either *High Progress* or *High Achieving* schools. Schools designated as *Transition Schools* will be reviewed to see if they meet the *High Progress* criteria.

Depending on the designation a school receives, a variety of support services and actions will be enacted with the goal of all schools reaching the *index-based* target that corresponds to the performance of a highly effective school by the year 2020.

The index will comprise the following performance indicators:

- Proficiency rates in mathematics and reading/language arts for the state's general and alternate assessments
- Achievement gaps of subgroups in mathematics and reading/language arts for the state's general and alternate assessments
- Student academic growth comprising
  - observed growth of subgroups in mathematics and reading/language arts in grades 4-11
  - adequate growth (e.g., the amount of growth required to be proficient) in mathematics and reading/language arts in grades 4-10
- Attendance rates for elementary and middle schools or graduation rates for high schools

THE DEVELOPMENT AND COMPONENETS OF THE WEST VIRGINIA ACCOUNTABILITY INDEX

Introduction and Background

Once the WVDE committed to applying for flexibility, the state worked actively to garner stakeholder buy-in during accountability system development. The involvement of stakeholders was a deliberate strategy to avoid insular thinking and to ensure the inclusion of appropriate values. As mentioned previously in this application, the WV Accountability and Accreditation Stakeholders Advisory Committee (AASAC)—which included members of the WVBE, WVDE staff, teachers, administrators, districts, and Regional Education Service Agency staff—worked with department staff to make recommendations and suggestions that would guide the development of the West Virginia Accountability Index. Based on stakeholder recommendations, department staff compiled data reflecting each of the performance indicators to include in the index.

The development process was iterative in nature and required multiple simulations, applications of various use cases—both common and rare—and subsequent validations that included examining lists of all schools in the state with live data. The initial index was taken back to the AASAC for feedback and recommendations regarding validity and practical applications. From these recommendations, further adjustments were made, and the index was tested again. During this phase, national content experts and members of the West Virginia Technical Advisory Committee were consulted to ensure performance indicators were applied in a valid manner.

Once the index was finalized, data were compared from prior academic years to determine changes in the system and to explore various cut point scenarios across index values. Further, schools' index values were examined longitudinally to ensure there were not excessive drifts or drastic changes in school rankings that appeared to be unwarranted. These validations allowed WVDE staff to bring the data to a group of educators, practitioners, policy makers, and researchers in the state to participate in an empirically based standard setting on August 15, 2012. During this event, participants examined index values to derive operational definitions of what constitutes a highly effective elementary, middle, and high school using the components

of achievement, gap, growth, and attendance/graduation rates. The stakeholders' recommendations informed the development of a set of three index-based targets for the year 2020, which corresponded to their definitions of highly effective schools (i.e., one per programmatic level). These targets were then used to develop 8-year WVAI trajectories for each individual school in West Virginia, and were subsequently coupled with subgroup-specific proficiency rates to determine school designations (see 2.B for details).

Overall Index Development

The initial components of the West Virginia Accountability Index were informed by West Virginia Code, AASAC recommendations, and the requirements set forth in the *One-Year AMO Waiver Guidance*. Using these sources, an initial list of components was proposed to the AASAC to ensure it met the philosophical underpinnings of a more balanced accountability system. The finalized set of components included achievement, achievement gaps among subgroups, and a combination of observed growth and adequate growth in mathematics and reading/language arts. In addition to academic indicators around those two content areas, attendance rates were included for elementary schools and middle schools, and graduation rates were included for high schools.

Measures of central tendency were used to define thresholds for minimum and maximum weights for each component. Because index components with the highest degrees of variance could overemphasize increases or decreases in school rankings, they were weighted slightly less than those measures with lower degrees of variance for initial scenarios. Various weights were tested to determine potential indexing scenarios across schools within a given programmatic level. Several variations of the West Virginia Accountability Index were presented to the AASAC to identify (1) the consequences of weights that compared a school's potential ranking (using one of three scenarios) to traditional indicators of school success (e.g., proficiency, attendance, and graduation rates) and how school-level demographics may have played a role. WVDE staff culled recommendations from the AASAC to revise the component weights and arrive at a final makeup for the index. While the recommendations from the AASAC were important, the group's rationale had to interface with expert recommendations to maintain consequential validity.

Once the index weights and individual component calculations were finalized, the index was again calculated against live data to examine the impact of conditions on the final index score. Specifically, the following cases were considered:

- Schools with high growth, high achievement, and low gaps,
- Schools with low growth, low achievement, and high gaps, and
- Schools with moderate growth, moderate achievement, and moderate gaps

As one would expect, schools in the first two conditions were consistently at the top and bottom quintiles, respectively, of the index across all programmatic levels. Schools in the third condition exhibited more variability and less predictability, which is to be expected as the index was designed to promote a sense of balance—that is, lower proficiency rates may be ameliorated with higher amounts of growth. However, a third consideration of low achievement gaps could result in a school falling into the upper third or fourth quintile. Conversely, high proficiency may not be sufficient to push a school outside the second quintile (i.e., 20-40th percentile schools) if it exhibits low growth *and* high achievement gaps.

The following section describes the measurement process for each core index component and how these component scores contribute to overall index scores.

Operationalization of Individual Index Components

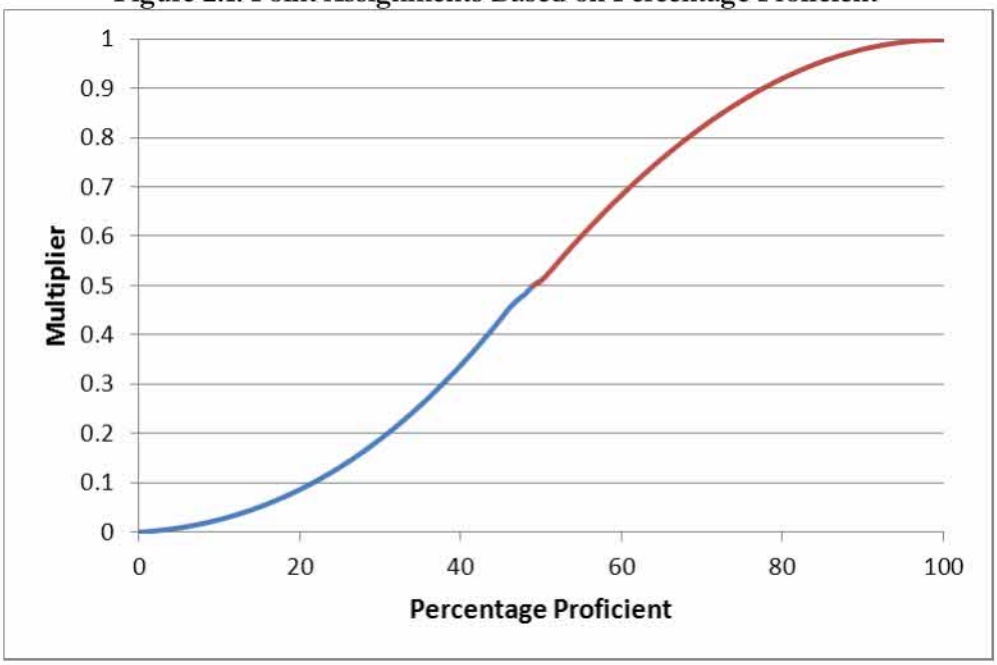
Achievement – The achievement component of the West Virginia Accountability Index includes proficiency for all students based on the mathematics and reading/language arts sections of WESTEST 2 and the Alternate Performance Task Assessment (APTA), (i.e., West Virginia's general and alternate assessments, respectively). Achievement on these measures for all students constitutes 40% and 35% of the total index in elementary/middle schools and high schools, respectively. The available points for achievement are split evenly between mathematics and reading/language arts.

West Virginia initially examined a one-to-one multiplier for proficiency rates (e.g., 40% proficient nets 40% of the available points. However, using this method resulted in large disparities among the proficiency rates of schools designated as high performing on the index. Schools with large differences in proficiency rates could be grouped closely together because of high growth or small achievement gaps. For example, two schools with 72%/70% and 48%/58% proficiency in math and R/LA were ranked 21st and 22nd on the WVAI, respectively.

This operationalization of achievement also proved to be a concern because quantitative differences in proficiency rates among schools do not necessarily reflect all qualitative differences. For example, when comparing schools that exhibit 25% and 50% proficiency, respectively, the quantitative distinction of twice as many proficient students does not necessarily reflect the qualitative characteristics of that school—that is, twice as much proficiency does not necessarily mean a school is twice as good as another. Furthermore, assigning points using a multiplier based on the percentage of proficient students does not take into account the lack of variation in the distribution of schools or the majority of schools exhibiting proficiency rates around the policy target—40% of students being proficient [for details on the 2010 cut score revision, see Principle 1, heading "*Evaluation of Current Assessments and Transition Plan for Implementing the WV Next Generation CSOs*" subheading "*West Virginia Educational Standards Test 2*"].

To combat the potential unintended negative consequences of this method, two different equations were used to estimate an S-type curve based on the percentage of proficient students. See Figure 2.1 for a depiction of point assignments.

Figure 2.1. Point Assignments Based on Percentage Proficient



As shown in the figure above, the first inflection point of the curve was set to correspond with WV's current performance on national and international measures of mathematics and reading/language arts, such as the National Assessment of Educational Progress (NAEP). Linking studies have demonstrated that approximately 40% of WV students score between basic and proficient on NAEP. As such, the inflection point for assigning points for proficiency rates was set to correspond approximately with this point. This means that schools are awarded points at a faster rate as they

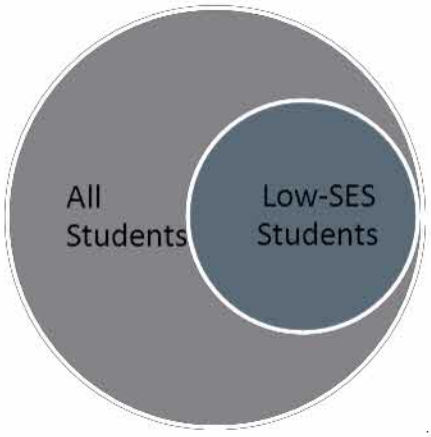
exceed this policy-relevant level of performance. This provides an incentive for schools to, at minimum, exceed our baseline performance on national assessments as of 2012.

Achievement Gap – The achievement gap component of the West Virginia Accountability Index includes the differences in proficiency rates between subgroups and non-membership students based on the mathematics and reading/language arts sections of WESTEST 2 and APTA (e.g., Low SES vs. non-low SES students). As noted, the achievement gap component comprises 20% of the total index and available points are split evenly between mathematics and reading/language arts.

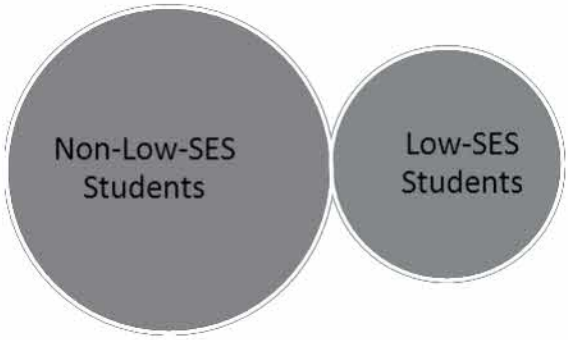
West Virginia views an achievement gap as a means to identify differences in performance that may lead to inferences about equity of access, disadvantages of a particular subgroup of students, or contextual variables in need of attention. Operationally, it refers to a school's achievement gap across all subgroups, which is derived by comparing proficiency rates of a membership group to a non-membership group. For example, if one were examining students in the low-socioeconomic status (SES) subgroup, the proficiency rates of low SES students would be compared to the proficiency rates of non-low-SES students. If low-SES students were compared to the "all" subgroup, there would be an overlap of students in the two groups—in other words, some "all" students would also be low-SES students, diminishing the accuracy of calculating achievement gaps. See Figure 2.2 for an example.

Figure 2.2. Comparison of the Traditional and West Virginia's Approach to Achievement Gaps

Traditional Achievement Gaps



New Achievement Gaps



As shown in the figure above, using the traditional achievement gaps measure, the number of students included in the "all" students group would be inflated, which could mask some of the lower-performing low-SES students. The new process ameliorates this concern and is applied to all subgroups in the accountability system. West Virginia shall include the following subgroups in the achievement gap calculation:

- low-SES vs. non-low-SES students
- Asian, African American, Hispanic or Latino, American Indian, Multiracial, or Pacific Islander vs. White students (each calculated differently)
- migrant vs. non-migrant
- ELLs vs. non-ELLs
- students with disabilities vs. students without disabilities

Traditionally, West Virginia has used grades 3-8 and 11 for accountability when a subgroup hits a "minimum n" of 50. For the purposes of this flexibility request, West Virginia proposes lowering the minimum cell size to 20 across all assessed grades in a given school.

Under the new model, the achievement gap in a given school will be operationalized as the average potential gap that is observed among each subgroup with a valid cell size and their respective referent non-membership groups. Specifically, the following steps will be taken to calculate the percentage of points a school is assigned based on the presence or lack of an achievement gap:

- A subgroup's proficiency rate is identified (i.e., the numerator).
- A subgroup's corresponding non-membership proficiency rate is identified—the potential gap possible (i.e., the denominator).
- The subgroup's proficiency rate is divided by the non-membership proficiency rate to obtain a percentage of the possible gap closed—the higher the percentage, the more the achievement gap will have been closed. Any number equal to or greater than 1.0 is referred to as *lack of an achievement gap*.
- This calculation is replicated for each subgroup.
- If there are less than 20 students in a particular subgroup in a school, that subgroup's gap value is suppressed.
- The valid number of subgroups for each school is identified.
- The valid subgroup gap values are summed and divided by the valid number of subgroups to arrive at an overall gap percentage.
- The average gap percentage is used as the multiplier for the achievement gap calculation. Values approaching 1.0 indicate smaller achievement gaps; values approaching 0 indicate very large achievement gaps.

It is noteworthy that the revision to the minimum "n" for accountability will result in a drastic increase in the number of schools identified with specific subgroups. Reducing the "minimum n" to 20 will result in nearly every school in West Virginia with an assessed grade having at least one subgroup of interest—a significant departure from the prior accountability system—placing more emphasis on students who have been historically disadvantaged due to contextual and historical variables. See Table 2.3 for details.

Table 2.3. Number of Schools Identified with Subgroups

Number of Schools Identified with a Valid Cell Size					
Subgroup	**200**	**201**	**2011**	**2012**	**2012 Index**
Asian	1	1	1	2	9
African American	38	39	34	33	108
Migrant	N/A	N/A	N/A	N/A	N/A
American Indian	0	0	0	0	0
LEP	1	1	2	1	14
Students with Disabilities	112	106	99	105	456
Low SES	494	520	507	493	661
Pacific Islander	0	0	0	0	0
Total	657	667	663	651	674
White	600	614	615	603	673

Growth – The growth component of the West Virginia Accountability Index will include (1) observed growth and (2) adequate growth as measured by the mathematics and reading/language arts sections of WESTEST 2. As a whole, the growth component accounts for 35% and 15% of the total index in elementary/middle and high schools, respectively. Additionally, the proportion of available points within the growth metric is split differently between observed and adequate growth by programmatic level.

The basis of the index's growth component will be the West Virginia Growth Model, which calculates a student growth percentile—a descriptive estimation of how much growth has occurred for a given student when compared with students across the state with similar prior academic scale scores. The student growth percentile methodology relies on quantile regression to estimate conditional probabilities, establishing a normative reference for year-to-year scale score changes. This application of a normative framework to an otherwise criterion-based score allows one to contextualize changes in performance (e.g., observed growth) while still holding student performance to a predetermined amount of growth, as defined by proficiency expectations in mathematics and reading/language arts (e.g., adequate growth). West Virginia defines "adequate growth" as achieving the level of sustained growth that is necessary for students' to reach/maintain proficiency within 3 years or by 11th grade, whichever is sooner [for more information on the West Virginia Growth Model, see Principle 1, heading "*Evaluation of Current Assessments and Transition Plan for Implementing the WV Next Generation CSOs*" subheading "*West Virginia Educational Standards Test 2*"].

Table 2.4 shows the differences in growth weights by programmatic level. Note that index weight is split evenly between mathematics and reading/language arts. The rationale for the varying weights for the adequate growth component by programmatic level are described further below in the section titled *"Adequate Growth."*

Table 2.4. Growth Component Values for the West Virginia Accountability Index

Growth Component	Elementary School	Middle School	High School
Observed Growth	15%	15%	5%
Adequate Growth	20%	20%	10%

Observed Growth

Observed growth answers the question, "How much growth has occurred?" Observed growth (15% for elementary and middle schools, 10% for high schools) is split evenly between mathematics and reading/language arts. The observed growth component represents the median student growth percentile (SGP) for each subgroup with a combined n count of at least 20 across all assessed grades in a school.

To arrive at an observed growth score, the following steps will be taken to calculate the percentage of points a school is assigned based on student growth during the most recent year's assessment administration:

1. A subgroup's median growth percentile is calculated for every student in a given school.
2. The total number of students in the school is calculated and disaggregated by subgroup.
3. If there are less than 20 students in a particular subgroup *across all grades*, that subgroup's growth value is suppressed.
4. The observed SGPs for each valid subgroup are combined.
5. A multiplier is assigned to the combined observed subgroup SGP to calculate the total index value.

To assign multiplier values to the various observed combined subgroup SGPs, West Virginia's student growth categories were first examined. These categories were informed by other states that use the SGP methodology—most notably the Colorado Department of Education's SGP classifications: low (SGPs between 1 and 34), typical (between 35 and 65), and high (between 66 and

99). The categories initially led to a straightforward consideration of the following cut points for school-wide subgroup growth: 1-35, 36-50, 51-65, and 66-99, allowing for a quartile-like assignment of points: 0, 0.25, 0.50, 0.75, and 1.00, respectively. While this distinction is sound at the student level—where there is a flat distribution of SGPs ranging from 1 to 99—school-level SGPs exhibit a much different kind of range. Please see Figure 2.3 below.

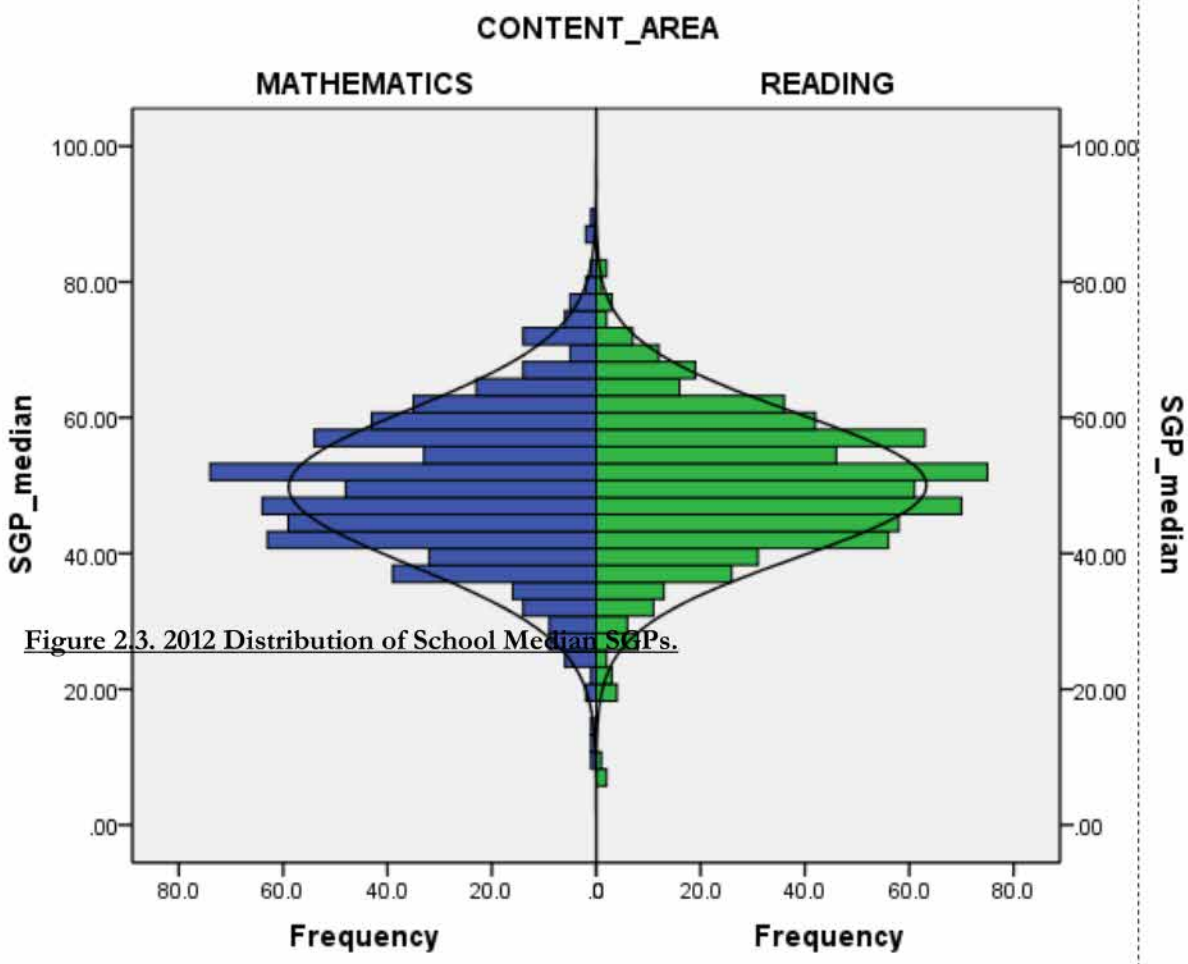


Figure 2.3. 2012 Distribution of School Median SGPs.

Approximately 80 percent of schools exhibit a median SGP that falls between the 35th and 65th percentile, approximately 60 percent between the 40th and 60th percentiles, and approximately 50 percent between the 42.5th and 57.5th median percentiles. Please see the distribution of median SGPs in the table below.

Table 2.5. Median SGP Distribution

Percent of Distribution	Minimum Median SGP	Maximum SGP	SGP Range
10%	48.5	51	2.5
20%	47	52.2	5.5
30%	45.5	54	8.5
40%	44	56	12
50%	43	57	14
60%	41	59	18
70%	39	61	22
80%	36.5	63.5	27
90%	32	68	36
95%	27.5	73	45.5

Examining the table highlights the somewhat leptokurtic nature of the data, problematizing the use of equal cut points to determine multiplier values. Because of the large proportion of schools exhibiting median subgroup SGPs so close to the 50th percentile, point assignments are cut in smaller increments around the 50th percentile. Observed median subgroup SGP point allocations were based on the ranges shown in Table 2.5.

Table 2.6. Observed Growth Multipliers

SGP Range	Multipli	Percent of Distribution
1≤SGP<30	.125	**Bottom 4%**
30≤SGP<42.5	.25	**4% to 27.3%**
42.5≤SGP<47.5	.375	**27.4% to 42.1%**
47.5≤SGP<50	.50	**42.2% to 52.5%**
50≤SGP<52.5	.625	**52.6% to 60.8%**
52.5≤SGP<57.5	.75	**60.9% to 76.1%**
57.5≤SGP<70	.875	**72.0% to 96%**
70≤SGP≤ 99	1.00	**Top 4%**

***Peers commented that the increase in the multiplier from .50 to .75 as a school increases from a median SGP of 49 to 53 is of concern. Empirical data illustrate that a school that exhibits this increase in median SGP moves from the 48th to 64th percentile in terms of observed school growth.**

Though subgroup growth scores are combined to arrive at an index value, in order to support the effective use of growth data for all students and all subgroups, the WVDE will report growth values at multiple levels and aggregations/disaggregation. Teachers and administrators will have access to various growth and achievement plots to examine the degrees to which students, grades, schools, and districts exhibit growth and to drive improvement efforts aimed at increasing growth for specific subgroups. These multiple levels of access and the ability to track observed growth through the West Virginia Accountability Index will allow teachers and administrators to focus on instructional decisions that produce continued improvement and appropriate remediation for all students and all subgroups.

Adequate Growth

Adequate growth answers the question, "Is the growth we have observed enough for students to reach policy expectations?" This component of the West Virginia Accountability Index is weighted at 20% for elementary and middle schools and at 10% for high schools. Further, these values are split evenly between mathematics and reading/language arts.

Furthermore, unlike observed growth, the adequate growth measure encompasses the all students group. While individual subgroups are not specified, the WVDE believes this is a valid examination of academic performance because the growth of all students is considered and that performance is then disaggregated into one of four designations, as shown in Table 2.6.

Table 2.7. Adequate Growth by Prior Proficient Status

Prior Proficient: Yes		Prior Proficient: No	
Not Keeping Up (i.e., falling behind)	**Keeping Up**	**Not Catching Up (i.e., staying**	**Catching Up**
Student was proficient but is on track not to be proficient within three years, or by 11th grade, whichever is first.	Student was proficient and is on track to stay proficient within three years, or by 11th grade, whichever is first.	Student was not proficient and is not on track to be proficient within three years, or by 11th grade, whichever is first.	Student was not proficient but is on track to be proficient within three years, or by 11th grade, whichever is first.

While the notion of adequate growth communicates that an underperforming student should acquire content knowledge and skills at a much faster rate than other students, in the worst cases, it is extremely unlikely that a student will make up sufficient academic ground to reach grade-level expectations within three years. Additionally, this expectation is further exacerbated as a student enters high school and has even less time to accelerate learning due to the absence of certain foundational skills. Finally, for students in 11th grade, the notion of adequate growth is moot because they are either proficient or not, regardless of the distance between where they are and where they need to be.

Despite this reality, the WVDE believes it is imperative to make schools more aware that students must grow toward specific targets. Because of the normative nature of the West Virginia Growth Model, without a proficiency target, one could potentially exhibit "growth to nowhere" or demonstrate the highest growth among the lowest-performing group of students—neither of which is desirable without a referent point for success. By including adequate growth in this manner, the West Virginia Accountability Index will focus attention on progress toward a growth target without penalizing a school or classroom due to unreasonable targets based on effects incurred in prior settings. Further, adequate growth is weighted more heavily than observed growth to ensure schools attend to growth to standard.

To arrive at an adequate growth score, the following steps are taken:

1. The distance between the observed SGP and target SGP (required for a student to be proficient within three years, or by 11th grade) is calculated for every student in a given school.
2. Median distances are calculated using all available target distances in the school.
3. A multiplier is assigned to each observed and target SGP distance for each valid subgroup to calculate the total index value.

The multiplier described in step 3 was derived after examining impact data and considering constraints associated with WV's operationalization of "adequate growth." Specifically, based on 2012 impact data, approximately half of all WV schools demonstrate that on average their students are either meeting or exceeding their growth to standard goals. That is, approximately 44 and 50 percent of schools exhibited an SGP Target Distance of 0 or greater in math and R/LA, respectively. Among the

remaining schools, a majority of students are failing to meet growth to standard goals. In some cases the distance between a school's observed growth and their target to achieve adequate growth can be as wide as 69 percentile ranks.

As an incentive for schools to focus on getting students to meet growth to standard goals, we propose to award all available points for growth to standard if their SGP Target Distance is 0 or greater. It is worth reiterating here that a school achieving this level of growth has at least half of all students meeting or exceeding adequate growth targets, no easy target given the rigor of our current cut scores. Schools that fall short of this benchmark will be awarded points incrementally as they close the distance between their observed growth and their growth to standard target.

Based on a review of 2012 growth data, observed growth/adequate target distances appear normally distributed among schools. However, a single standard deviation is 16 percentiles, a relatively wide margin when considering growth is measured on a 1 to 99 scale. Thus, awarding points successively as schools increase performance in whole standard deviation increments would create a scenario where schools would not receive additional points until they had decreased their distance to the target by at least 16 percentiles. We believe this provides a disincentive for achieving more modest gains which, if sustained, will ultimately move schools toward the target of achieving a distance of at least 0. Therefore, WV proposes to award points successively in increments corresponding to approximately one-third of a standard deviation (i.e., 5 points). We believe this creates a tangible incentive for continuous improvement in this metric. Schools will be awarded points for adequate growth as indicated in the table below.

Table 2.8. SGP Target Distance Multipliers

SGP Distance	Multipli	Revised
> = -45	.05	0
> -45 and <= -40	.1	.1
> -40 and <= -35	.20	.2
> -35 and <= -30	.35	.3
> -30 and <= -25	.4	.4
> -25 and <= -20	.55	.5
> -20 and <= -15	.7	.6
> -15 and <= -10	.8	.7
> -10 and <= -5	.9	.8
> -5 and < 0	.95	.9
>= 0	1	1.0

It is important to note that growth to standard is measureable for students in grades 4 through 10 but not applicable for 11th grade students. This is because the WV Growth Model operationalizes growth to standard as being on track to meet proficiency expectations within three years or by 11th grade, whichever is sooner. As such, high school growth to standard is inclusive of only grades 9 and 10 and therefore, this quantity is weighted differently than in elementary and middle schools where growth to standard can be calculated for the majority of grade levels. Growth to standard accounts for 10 of the available 15 points for high schools and 20 of the available 35 points for elementary and middle schools.

To support the effective use of adequate growth data for all students, the WVDE will report growth at various levels and aggregations/disaggregation. By providing teachers and administrators with access to information based on the required growth needed to reach proficiency, differentiated efforts can be directed toward students who need dramatic improvement, who are at risk of falling below standard, and who need additional support to continue improvement.

Attendance Rates/Graduation Rates – The application of attendance and graduation rates in the West Virginia Accountability Index will differ by programmatic levels. In the current accountability system, elementary schools and middle schools must have at least a 95% attendance rate. West Virginia has also utilized the four-year adjusted cohort for high schools (those that graduate students) since the *Consolidated State Application Accountability Workbook* was approved in 2010. Under the proposed West Virginia Accountability Index, the state will continue to apply the four-year adjusted cohort graduation rate using one-year lagged graduation cohort data. For elementary and middle schools, attendance rates will account for 5% of the total index value and for high schools, graduation rates will account for 30% of the total index value.

Attendance Rates

Schools will be awarded points based on their attendance rate on a one-to-one ratio. For example, if a school has a 97% attendance rate, they will be awarded 97% of the available points.

Graduation Rates

Schools will be awarded points based on their graduation rate for all students using a one-to-one ratio. For example, a school with a graduation rate of 80% will be awarded 80% of the available points. West Virginia currently uses only a 4-year adjusted cohort rate. Although a 5-year adjusted cohort rate has not yet been calculated, WV intends to include them as part of the of the index value for high schools by the conclusion of the 2013-2014 school year. Please see the table below for WV's plan for simulated and proposed application of graduation rates.

Table 2.9. Proposed Graduation Rate Multipliers

Graduation Rate (30%)*	Simulations for Current Application	Proposed Implementation
4-year adjusted cohort	30%	15%
5-year adjusted cohort	N/A	15%

*Subgroup graduation rates are accounted for in the high school focus school methodology. Graduation rates will be disaggregated and reported for all subgroups for all high schools.

Participation Rates – While participation rates will not be included in the West Virginia Accountability Index, they will serve as traditional "on/off switches" in the sense that they will be minimum requirements for all schools. If a school fails to meet the 95% participation criteria for any valid subgroup, it will automatically be identified as a *Support School.* In addition, schools that do not make their 95% participations rate will be awarded a zero on the achievement component of the WVAI. These schools will still be included in the West Virginia Accountability Index scoring process and be provided with reports that align with the index components to support sound data-driven decisions for academic improvement. Regardless of a school's designation due to participation rate, if a school has been identified as a *Support School* because of failure to meet the participation rate requirements but their Index ratings and/or AMOs would place them in *Transition* or *Success*, their extended improvement plan requirements will be focused on improving their participation rates in addition to the already required technical assistance, interventions and monitoring focused on overall or subgroup performance concerns.

FINAL INDEX CALCULATIONS

To derive the final index score for each school, the multipliers for each component, achievement, gaps, observed growth, adequate growth, and attendance/graduation rates will be applied to the predetermined weights that were identified at the beginning of this section. Table 2.8 shows the set weights based on a possible 100 points.

Table 2.10. Weights by Programmatic Level

Category	Elementary/Middle	High
Proficiency Rates in Mathematics and Reading/Language Arts	40%	35%
Achievement Gaps in Mathematics and Reading/Language Arts for All Subgroups	20.0%	20.0%
Observed Growth in Mathematics and Reading/Language Arts for All Subgroups	15%	5%
Adequate Growth in Mathematics and Reading/Language Arts for All Students	20%	10%
Attendance/Graduation Rates	5% (Attendance)	30% (Graduation)

REPORTING COMPOSITE AND COMPONENET PERFORMANCE ON THE WVAI

Reporting will play a large role in how schools, districts, and the public can interpret the West Virginia Accountability Index. At its core, the index will communicate a multifaceted and balanced accountability system through intuitive reporting. Effective reporting focuses attention to correct indicators, in turn guiding initial data-driven decision making at the state and local levels. By drawing attention to (1) whether students are currently meeting academic expectations, (2) the degree to which achievement gaps are present, (3) how much growth students exhibit in a given year, (4) how many students are growing enough to be ready for college and careers, and (5) attendance and graduation rates, educators can differentiate supports and incentives from a much earlier point in students' academic careers.

The index also will allow the WVDE to identify recommended courses of action based on individual school performance and results. Each level of the reporting structure will be developed with a specific audience in mind. Further, pilot versions of each report will undergo development and focus group testing once peer reviewers have provided initial feedback on the index. At a minimum, the following target groups will be considered during report development:

In October 2014 ZoomWV became the state's single source for public high-quality education information pertaining to students in pre-kindergarten through grade 12. ZoomWV will help drive educational initiatives to improve instruction and student performance in West Virginia, in part by making information available in easy-to-understand aggregate reports at the state, regional, county, and school level. With ZoomWV, teachers, school, district regional, and state personnel will be able to make more informed educational decisions. ZoomWV will continue to protect the privacy and confidentiality of West Virginia's students.

ZoomWV displays the West Virginia Accountability Index (WVAI) points assigned to schools for multiple measures of student performance on the statewide general and alternate summative assessments in reading/language arts and mathematics, and graduation rates for high schools, and attendance rates for elementary and middle schools. In addition to points, schools receive a School Designation based on the scores from the WVAI and how well schools' subgroups perform on the Annual Measurable Objectives (AMOs). Additional information including videos and technical documents can be found on the WVDE ESEA Flexibility website.

West Virginia will implement a "pause" of accountability designations during the transition to the new State assessment. Therefore, the existing WVAI index components reported on ZOOMWV will remain in place for the 2015-16 school year. New Priority and Focus School cohorts will be reported on ZoomWV based on 2016 assessment results.

School-Level Reporting

The school-level will comprise the most granular level of reporting, with drillable information provided to teachers, administrators, school staff, and principals to ensure they have the most actionable data around each index component. Each indictor, where applicable, will be available for each content area and, at a minimum, will allow school staff to examine high-level information about the school, which will include but not be limited to the following:

Overall Index Score – The overall index score and classification assigned to each school will be reported. West Virginia will also include the average index score obtained by all schools in that programmatic level, the maximum and minimum values obtained by schools during that year, and the distance to the next cut point for classification. Additionally, the overall index score will indicate whether the school was designated as a *Priority*, *Focus*, or *Reward* school.

Achievement Index Score – This score will likely be a visual representation using a gradient (and textured for low-vision users) bar that quickly identifies a school's relevant position on this indicator. The graphic will quickly communicate the percentage of proficient students in that school and the points awarded based on that proficiency score. Additionally, the "slider bar" will indicate the average, maximum, and minimum scores obtained by schools that year. This indicator will allow for a drill-down examination of subgroups initially then subgroups by grades to ensure schools have sufficient actionable data to make instructional and school-wide decisions that promote continued success or that turn around low performance.

Achievement Gap Score – This visual representation will identify how much of the achievement gap has been closed, with indicators for both mathematics and reading/language arts. Further, each indicator will identify the average, maximum and minimum achievement gaps by schools that year. To provide the most actionable data possible, it will also have drill-down capabilities that allow a school to disaggregate the achievement gap into individual achievement gaps by (1) subgroup vs. non-membership groups and into (2) subgroups by grades.

Observed Growth Score – This visual representation will identify the points obtained and the median SGP for all valid subgroups in a school. Again, this indicator will also identify the average, maximum and minimum point values obtained by schools that year. Drill-down capabilities will allow a school to identify the individual median SGPs by subgroup and by grade-level subgroups.

Adequate Growth Score – This visual representation will communicate the number of points obtained and the median distance between observed and target SGPs for all students in a school. Again, this indicator will show the average, maximum, and minimum points obtained by schools that year. Like the prior indicators, it will allow schools to examine target distance median SGPs by subgroups for that school and by grade-level subgroups.

Attendance Rates/Graduation Rates – Depending on the programmatic level, this indicator will show the number of points and the attendance or graduation rates for a given school. Again, this indicator will identify the average, maximum, and minimum values obtained by other schools that year. Additionally, users will be able to disaggregate it into attendance rates by grade. High schools also can use this to view attendance rates and the reported four-year and five-year adjusted cohort graduation rates.

District-Level Reporting

District-level reporting will be very similar to school-level information but will focus primarily on drill-down information for each individual school within a given district. These data will include indicators for each index component and comparative information for every school in a given district. Additionally, districts will be able to disaggregate school-level results on each indicator by various school groupings (e.g., proportion of

low-SES students, ranges of valid subgroups used in the index). Districts will be notified prior to public dissemination of what schools, if applicable, are identified as *Priority*, *Focus*, or *Reward*.

Public Reporting at the State Level

First, state-level reporting will meet the requirements of the ESEA and will provide state-, district-, and school-level reporting across all aspects of the index. State-level reporting will be driven primarily by each component rather than providing an interactive and comprehensive school report for each individual school. However, the state will still provide index and component scores for every school. State reporting will also meet the reporting requirements for designating *Priority*, *Focus*, and *Reward* schools.

Public Reporting for Parents

Parents are at the heart of education reform. Their buy-in and support is essential to ensure that students are prepared to attend school ready to learn and that schools have sufficient support to educate students effectively. Parent reports will provide high-level information around each academic indicator. Additionally, the WVDE will ensure that parent reports reflect each aspect of the West Virginia Accountability Index: achievement, gaps, growth, and attendance/graduation rates.

During 2015-16 the public reporting side (parents, community and other stakeholders) of ZoomWV will maintain the designations and scores earned from the 2014 assessment results.

DEFINING SCHOOL CLASSIFICATION LEVELS USING THE WEST VIRGINIA ACCOUNTABILITY INDEX AND PROFICIENCY-BASED AMOS

INTRODUCTION AND BACKGROUND

The WVDE turned to the Accountability and Accreditation Stakeholders Advisory Committee for guidance in determining markers to best classify schools using the index. Further, the WVDE worked with a select group of knowledgeable individuals during a school-focused standard setting process enabling the state to develop empirically based cut points to determine schools' performance expectations. As a result of the standard setting and subsequent revisions throughout the Flexibility Request development, the following six designations are proposed as part of a unified system of accountability:

- *Priority*
- *Support*
- *Focus*
- *Transition*
- *Success*
- *Reward* (potential *Reward* schools will be pulled from *Transition* and/or *Success* schools)

This six-tiered set of designations is designed to integrate the federally required *Priority, Focus,* and *Reward* designations along with state designations for all other schools. These designations are based on school-specific performance expectations. The process used to develop performance expectations had two primary goals: (1) to define a valid and empirically driven set of data-based rationales for what constitutes highly effective elementary, middle, and high schools and (2) to use those rationales to define a set of index-based trajectories to drive improvement on all aspects of the WVAI. Both of these goals were driven by a modified benchmark standard setting process.

THE MODIFIED BENCHMARK STANDARD SETTING PROCESS—AN "EDUCATIONALLY SOUND RATIONALE" FOR DETERMINING SCHOOL CLASSIFICATIONS, INDEX-BASED TRAJECTORIES, AND PROFICIENCY-BASED AMOS

West Virginia defined performance expectations for highly effective schools based upon a modified version of the benchmark standard setting process which is commonly used during the development of state summative assessments. Via this process, we sought to work with our stakeholders to define the characteristics of highly effective schools at all three programmatic levels in terms of both narrative and data-based descriptions. These descriptions served as "benchmarks" against which impact data were applied to refine those expectations. Once we settled upon the characteristics for highly effective schools we examined the resulting index values at this level of performance. We also examined the proficiency rates associated with these schools to ensure using the index to define these expectations did not diminish the importance of academic performance as measured by proficiency rates. We used the final validated index values for highly effective schools as the target benchmark for all WV schools to attain by the year 2020. Finally, we extrapolated trajectories for each individual school in WV to achieve this level of performance. In these calculations, the most recent year of index performance (2012) served as the starting point for each school, and the gain necessary to reach the highly effective benchmark was divided equally over the remaining 8 years. The resulting trajectory serves as each school's index-based targets.

Thus, the standard setting process serves as our educationally sound rationale for both the state's school designation system and our index-based trajectories. We believe standard setting to be a defensible rationale in this case because it is a logical extension of practices that are routinely used by experts to make judgments about the content which *students* should know and be able to do in order to be classified at a particular performance level (e.g., proficiency). The only difference is that, in this case, we applied the methodology to the *school level* where experts made judgments about the characteristics of highly effective schools based on a set of criteria.

The standard setting approach blended both conceptual/philosophical and empirical approaches. A purely empirical approach using actual index values, along with their respective component scores—including proficiency rates, progress as student growth, achievement gaps, and attendance/graduation rates—would have limited participants to think only about school classifications from a normative standpoint. This could inhibit participants from articulating high expectations for highly effective schools and could limit further what expectations should be placed on schools around continuous improvement. As a result, participants were primed to consider the characteristics of highly effective schools both generally and across the components of the index using their own conceptually driven benchmarks that align with their beliefs about school success.

The standard setting process and its outcomes are described below.

Small-Scale Standard Setting Committee (SSSC) Representation

To ensure there was an appropriately balanced representation of perspectives, the following groups of stakeholders participated in the process:

- School administrators
- District administrators
- Policy makers
- Practitioners
- Researchers
- Analysts

These groups were able to manage a balance of (1) real-world experience in driving school improvement efforts, (2) local considerations promoting continuous improvement, (3) policy-based expectations for school success and state success, and (4) empirical and statistical considerations in setting targets and improvement thresholds.

SSSC Process

The small-scale standard setting began by articulating the purpose of the meeting: to define an accountability system that applied rigorous expectations in a fair, valid, and transparent manner. This process was conducted through the following steps:

1. Establishing the number and conceptual definitions of proposed school designations
2. Setting cut points along the index to operationalize highly effective school designations
3. Defining guidelines for long-term improvement to inform AMO development

Each step of the process is delineated further below.

Establishing Expectations for School Designations – To establish expectations around the number and type of designations that would be included in the new accountability system, participants were first briefed on the *ESEA Request for Flexibility* offered by US ED and WV's approach to seeking flexibility. Participants were then briefed on the index components and how they interfaced to calculate an index score. This allowed people to think about the characteristics that would be considered in the proposed index. After participants were briefed on the standard-setting process and step-by-step directions, they engaged in conceptualizing the number of school level classifications that would define the benchmarking process.

While performance categories were not initially labeled, participants came to consensus on a desire to identify at least four school classifications, in order to align with West Virginia's educator, principal, and counselor evaluation systems, which also include four levels of performance. Further, participants felt that four classifications designations system would be contextually intuitive because of comparisons to various student performance levels on national assessments (e.g., NAEP). Following the standard setting and using participant input, school classifications designations were initially defined as:

- Level 1: *Targeted for Support*
- Level 2: *Needs Improvement*
- Level 3: *Effective*
- Level 4: *Highly Effective*

During revisions to the ESEA Flexibility Request, these four state-defined designations were reduced to three and integrated with the remaining three federal designations required as part of ESEA. Though the SSSC defined conceptual and empirical definitions for all four of their original designations, we ultimately used their descriptions of highly effective schools to inform AMO development. As noted previously, the final designations include:

- Level 1: *Priority*
- Level 2: *Support*
- Level 3: *Focus*
- Level 4: *Transition*
- Level 5: *Success*
- Level 6: Reward (identified from *Transition* and *Success* schools)

To drive the benchmarking process, participants within their programmatic level groups were asked to draft a narrative describing the characteristics of highly effective schools. Responses included phrases like:

> "The majority of all students are performing above expectations." "…a higher proportion of students [are] in the high growth category." "A significant percentage of students are proficient,"

"Growth [should] equal the state mean…" "The achievement gap is less than 20%..."
"[Students] are prepared for post-secondary opportunities in higher education or careers."

Examining these and other statements indicated that SSSC members felt that highly effective schools should be well rounded in terms of achievement, growth, and achievement gaps while preparing students throughout their educational careers.

Setting Cut Points for Highly Effective Schools – After framing narrative conceptualizations of schools within programmatic level groups, participants were asked to arrive at recommended numerical values for proficiency rates, achievement gaps, observed growth, adequate growth, and attendance/graduation rates for highly effective schools at all three programmatic levels. After an initial set of values were provided by each participant, the standard-setting leader calculated the median values and standard errors associated with each group's recommendations and provided these values back to the participants. Participants in each group were instructed to consider whether those values represented appropriate expectations for highly effective schools. Participants were then asked to reach consensus on the recommended values for each component of the index including proficiency rates, achievement gaps, observed growth, adequate growth, and attendance/graduation rates for highly effective schools.

Once participants reached consensus, the standard-setting leader provided live data for the 2011 school year, the most recent data available at the time. Participants were asked to compare their characteristics against the actual data provided. These data showcased a set of school index scores in ranges of 5% (i.e., median values) for the top-scoring, lowest-scoring, and for each decile. Each group was asked to review the impact data and identify where their conceptually-defined consensus cuts fell on each indicator.

Using those identified consensus values and impact data, participants then selected a row that best fit their conceptualization considering all indicators. Participant groups were again asked to come to a final consensus set of values that would ultimately define a highly effective school. The final consensus values for highly effective schools would ultimately correspond to a blend of their conceptually-defined cuts (i.e., benchmark cuts) and the normatively ranked impact data. Participants were then asked to respond to attitudinal survey items questioning whether they believed their cuts were too high/too low. Once final consensus values were identified, the standard setting leader entered values into an index calculator that calculated a predicted index value using the prior calculations for each component and the overall weighting for the full index.

Participant groups were then provided the index values representing each of their final consensus values, as well as the normative position for each programmatic level. In all cases, participants selected cuts that corresponded to approximately the 90th percentiles of current performance on the index for highly effective schools. This provided initial validation of the process. The final index values and percentile rankings are indicated in Table 2.11 below.

Table 2.11. Participant Index Values and Percentile Ranks for Each School Classification

	Elementary Schools		Middle Schools		High Schools	
School Classification Cut	**Index Value**	**Percentile School (based upon 2011-12 performance**	**Index Value**	**Percentile School (based upon 2011-12 performan**	**Index Value**	**Percentile School (based upon 2011-12 performan**
Highly Effective Schools	81 points	90th	75 points	90th	76 points	90th

As described above, the expected index values decrease slightly as we progress up the programmatic levels, indicating that middle and high schools are facing greater challenges in ensuring children are meeting grade level expectations. Participants believed this to be additional validation of their cut points due to the cumulative effect of learning loss at the upper levels.

Using these proposed end points for highly effective schools, the WVDE has structured the selection, implementation, and recommendation of support services and resources for all schools. That is, the index end points for highly effective schools (i.e., the 90th percentile) define the performance expectation for all schools by 2020. Further, the state proposes that each individual school's starting point define the trajectory toward a common point within each programmatic level to determine a school-specific trajectory. That is, each school will have a unique starting point (i.e., 2012 data) and a common end point, ensuring that each school has a unique WVAI trajectory requiring higher rates of change for lower performing schools. Please see section 2.B for more information.

DIFFERENTIATED RECOGNITION AND SUPPORT FOR EACH SCHOOL DESIGNATION

The school designation process the state will use ensures schools of every degree of quality are represented in the accountability system. This process strives to push schools to improve continuously, regardless of demographic or preconceived notions defining high performance. It includes the following approaches:

- Identification of *Priority, Focus, and Reward Schools*
- Designation of all other schools as either *Success, Transition, or Support Schools*

A school's designation into one of these six categories will depend on whether they are making their index-based target and whether they are meeting subgroup-specific proficiency-based AMOs. A brief overview of the designations and the types of supports and services that schools in each designation will receive is included below, but provided in more detail in sections 2.C through 2.G.

REWARD SCHOOLS

Reward schools will be identified using proficiency rates (i.e., high-performance) and the growth component of the West Virginia Accountability Index (i.e., high-progress) and shall be delineated as either high performing or high progress based on their performance over time on the WVAI. Within each programmatic level, schools that have demonstrated long-term high performance or high progress that do not have persistent achievement gaps will be identified. *Reward* schools will be recognized publically, and provided *increased autonomy during* ESEA monitoring. Additional details regarding *Reward* Schools are provided in section 2.C.

PRIORITY

West Virginia will identify a number of *Priority* schools equal to at least the number represented by the bottom 5% of Title I schools using proficiency rates for the prior 3-years with the greatest emphasis on the most recent year's data. *Priority Schools* will be those schools with the lowest performance on the state's general and alternate assessments.

For those schools identified as *Priority* schools, the SEA will provide targeted support that promotes school-wide efforts aligned to the Turnaround Principles and West Virginia's Standards for High Quality Schools which are as follows:

1. Establishing a Positive Climate and Cohesive Culture
2. Building capacity and supporting effective School Leadership

3. Aligning instruction with Standards-Focused Curriculum and Assessments
4. Building infrastructure for Student Support Services and Family/Community Connections
5. Developing and maintaining Educator Growth and Development
6. Building the infrastructure to support Efficient and Effective Management
7. Building a culture of Continuous Improvement

The SEA will scaffold local and building-based efforts through consistent contact with SEA school improvement specialists, diagnostic visits, measuring school culture and climate, data-driven decision making, targeted and differentiated professional development, assessments of instructional practices, and assignment to a cohort-based school leadership support group. For more information on how specific supports will be delivered, please refer to the end of this section and section 2.D.

FOCUS

Focus schools encompass those schools with persistent and pervasive subgroup achievement/graduation rate gaps. West Virginia's *Focus* School methodology differs by programmatic level. Elementary and middle schools will use the achievement gaps component of the West Virginia Accountability Index but high schools will use graduation rate gaps. This ensures high schools, where only grade 11 assessment data are included in the WVAI achievement component, are being held accountable for students throughout their entire high school careers. Further, it communicates the expectation that High Schools attend closely to subgroup graduation rates. West Virginia will identify a total number of *Focus* schools equal to at least the number represented by 10% of Title I schools in the state.

West Virginia initially considered using an overall index ranking to identify *Focus* schools. However, upon further examination, we concluded that the component weight for achievement gaps that is incorporated into the overall index calculation (i.e., 20%) would make it difficult for a total index value to accurately identify those schools with the highest achievement gaps or graduation rate gaps. Instead, we use the method described in greater detail in section 2.E.

Once schools are designated as *Focus* schools, the SEA will work closely with RESAs and LEAs to ensure improvement efforts are aligned and focused. These supports include:

- RESA/LEA consultant assigned supports
- Analysis of achievement gaps and an initial root cause analysis
- Self-assessment validating root cause analyses
- Gap specific interventions targeting root causes of achievement gaps
- PD/TA support from RESA/LEA
- Process checks with SEA

For more information on how specific supports will be delivered, please refer to section 2.E.

WEST VIRGINIA ACCOUNTABILITY INDEX RANKING

The WVDE will award schools points using the West Virginia Accountability Index. As detailed above, composite index values are based on overall achievement, the size of a school's achievement gaps for all possible represented subgroups, academic progress using the West Virginia Growth Model, and graduation/attendance rates. Schools' performance on the index components will be described using the previously proposed reporting structures for each LEA and school. Each school's classification will be publically reported and will impact the way in which the SEA or LEA must deliver services to the school.

In addition, all high schools in the state will be expected to report student subgroup progress against graduation rate targets. While graduation rate targets will not be used to determine designations, when *Success*, *Transition*, and *Support* schools miss graduation rate targets for subgroups, they must embed action steps within their school improvement plan that specifically target increasing subgroup graduation rates. Specific interventions to address subgroup graduation rates are included in Table 2.23, where interventions will be

required for *Priority* and *Focus* schools, as well as any subgroups not meeting graduation rate expectations. For more information on the graduation rate targets, please refer to page 93, Table 2.9.

Success Schools

Using the WVAI, *Success* schools include those schools that have met their targets based on their WVAI score and demonstrate that a majority of their subgroups are making academic progress against AMOs (i.e., meeting proficiency-based AMOs; further defined in section 2.B). Further, neither *Priority* nor *Focus* schools can be designated as a *Success* school. Because success schools have met the criteria to be considered on track to meeting the expectations of a highly effective school, they will complete basic strategic plans, but will not be required by the SEA to implement additional interventions. *Success* schools have demonstrated the ability to implement continuous improvement practices without external monitoring and will be provided local autonomy to continue these successful practices while maintaining locally determined progress monitoring. Consolidated ESEA Monitoring will review the LEA's progress monitoring practices during the regular monitoring cycle.

Transition Schools

Using the WVAI, *Transition* schools are those schools that either have met their target based on their WVAI score **or** demonstrated that a majority of their subgroups are making academic progress against AMOs (i.e., meeting proficiency-based AMOs; further defined in section 2.B). Additionally, *Transition* schools cannot be identified as *Priority* or *Focus* schools. *Transition* Schools may be demonstrating some combination of low achievement, achievement gaps, low growth, or low attendance/graduation rates.

While services have traditionally been directed to Title I eligible schools, West Virginia believes that schools in this classification should be served regardless of Title I status. However, time, effort, and monetary constraints limit the number of schools the SEA can directly serve. Schools that are designated as *Transition schools* work closely with their LEAs and RESAs, but the SEA will provide some direct supports to the extent possible. The majority of services will be structured around promoting LEA leadership, LEA self-assessments, SEA and RESA-driven capacity building at the LEA level to maximize services to schools, and RESA and SEA support of LEAs to focus on outcomes for schools designated as *transition schools*. This support is further defined in sections 2.F. and 2.G.

Support Schools

Using the WVAI, *Support* schools are those schools that **do not** meet their target based on their index score **and do not** demonstrate that a majority of their subgroups are making sufficient academic progress against **AMOs** (i.e., meeting proficiency-based AMOs; further defined in section 2.B). *Support* schools cannot be identified as *Priority* or *Focus* schools.

The state's goal is to have 100% of schools meet the standards of a **highly effective school**. This cannot be achieved without designated supports bolstering continuous improvement efforts. While a majority of schools in the state require constant improvement, with many in need of substantial gains on a varied set of indicators, the SEA believes that enhanced capacity at the LEA level can streamline district efforts and focus local personnel to best leverage resources and time to move individual schools forward.

To that end, LEAs of schools designated as *Support schools* will receive services targeting their ability to provide supports and resources to the individual schools. It will be the role of the SEA and RESAs to enhance leadership, strategic planning, instructional improvement, and outcome-focused capacity at the local and regional level. This will allow districts flexibility in how they can best serve groups of schools with similar needs. For more information on how services are delivered, please see sections 2.F. and 2.G.

WEST VIRGINIA ESEA FLEXIBILITY REQUEST – DIFFERENTIATED RECOGNITION, ACCOUNTABILITY AND SUPPORT SYSTEM

West Virginia proposes to deliver a differentiated system of recognition, accountability and support for the six school designations of the WVAI (*Reward*, *Success, Transition, Focus*, *Support* and *Priority*). Table 2.12 details

the strategic plan and ESEA/IDEA program plan requirements, technical assistance responsibilities and expected interventions, as well as accountability, progress review and rewards/consequences for each of the school categories. *Reward* Schools (included within the Success and Transition designations) will be exempted from many of the requirements as a reward for effective performance. The differentiated nature of the proposed system is demonstrated in the progressive nature of each element of the chart as the intensity of service, support and accountability increases.

Table 2.12 Overview of Differentiated Recognition, Accountability and Support System

	Success Schools	Transition Schools	Focus Schools	Support Schools	Priority Schools
Plan Requirements	Basic Strategic Plan	Targeted Strategic Plan for meeting AMOs (based on all or applicable subgroups)	Extended Strategic Plan including deep analysis to determine root causes & targeted plan for meeting applicable accountability criteria	Extended Strategic Plan including deep analysis to determine root causes & targeted plan for meeting applicable accountability criteria	Extended Strategic Plan including deep analysis to determine root causes & targeted plan for meeting applicable accountability criteria
ESEA/IDEA Requirements	Consolidated IDEA & ESEA Application	Consolidated IDEA & ESEA Application	Consolidated IDEA & ESEA applications must include objectives for supporting Non-progressing schools	Consolidated IDEA & ESEA applications must include objectives for supporting Non-progressing schools	Consolidated IDEA & ESEA applications must include objectives for supporting Non-progressing schools
TA Responsibilities	LEA	LEA	TA from LEA/SEA & approved external providers (including RESA) to support planning & implementation processes	TA from LEA & external providers (including RESA) to support planning process	TA from LEA/SEA & approved external providers (including RESA) to support planning & implementation processes
Expected Interventions	School determined as applicable	School determined interventions supported by the LEA & articulated in the School Strategic Plan & IDEA & ESEA applications	Targeted subgroup intervention consistent with approved best practices menu	LEA determined interventions, consistent with Turnaround Principles and approved best practices menu, facilitated by the LEA and articulated in the School Strategic Plan & IDEA & ESEA applications	WV School Improvement Framework aligned to the Turnaround Principles (Table 2.18)

Operational Accountability	Local operating procedures	Local operating procedures	MOU articulating responsibilities & expectations of each supporting agency & the school leadership team	Local operating procedures, LEAs will provide assurances within the Title I application that Title I Support Schools will be provided necessary assistance	MOU articulating responsibilities & expectations of each supporting agency & the school leadership team
Progress Review	Annual progress review by LEA and local board of education	Annual progress review by LEA and local board of education	Annual progress review by LEA and local board of education	Annual progress review by LEA and local board of education	Annual progress review by LEA, local board of education & state board of education
Rewards & Consequences	• Recognition for Reward*-High Performance and High Growth • Monitoring exemptions	• Recognition for Reward*-High Growth • Limited monitoring for sub-group gaps	• Extended strategic plan requirements • Required implementation of approved interventions with alignment of ESEA/IDEA funding • MOU accountability • Local Board progress review & redirection as warranted	• Extended strategic plan requirements • LEA facilitation of interventions • Local Board progress review & redirection as warranted	• Extended strategic plan requirements • Required implementation of turnaround principles & consequences with alignment of ESEA/ IDEA funding • MOU accountability • Local Board & State Board progress review & redirection as warranted

*These are relevant to *Reward* schools that exhibit the highest performance and the highest progress on growth, respectively.

Component Descriptions:

Plan Requirements

a. The basic strategic plan consists of the following components: Mission, Core Beliefs, prioritized issues based on data analysis, SMART goals and objectives, action steps and professional learning. The basic strategic plan will be required of *Success* schools.
b. The targeted strategic plan will include all components of the basic plan along with action steps to address how applicable subgroups will meet AMOs or increase WVAI scores to meet targets. This will be required of all *Transition* schools.
c. The extended strategic plan requires a more comprehensive analysis of data to identify root causes and detailed action steps to improve student achievement. This will be required of all *Focus*, *Support* and *Priority* schools.

ESEA/IDEA Requirements will be met through the Consolidated IDEA and ESEA application. *Success* and *Transition* schools will simply complete the application while LEAs with *Support, Focus*, and *Priority* schools will be required to provide objectives to address how resources will be utilized in identified schools.

Technical Assistance Responsibilities will be distributed among various providers including the SEA, LEA, and approved external providers including the Regional Education Service Agencies. The school designation will determine the support provided.

a. **External Providers Approval Process:** External supporting partners must submit an application to the WVDE Offices of Federal Programs and School Improvement. Applications will be reviewed based on services provided and prior success of the partner in turning around low achieving schools along with the various credentials of employees and proper business registration with the state. Approved partners will be posted on the Federal Programs and School Improvement websites. Each LEA utilizing an External Partner must submit an annual review to the SEA based on the supporting partners' work in the identified schools.

Expected Interventions will be provided according to the school's designation. Interventions for priority schools will be aligned to the Turnaround Principles. *Support, Focus*, and *Transition* schools will identify interventions consistent with the Turnaround Principles and the approved menu based on needs identified in the diagnostic review.

Operational Accountability will be managed at the local level for *Success, Transition*, and *Support* schools. The State Board of Education, SEA, RESA, Local Board of Education, LEA, external providers, and school leadership teams in the **Focus and Priority schools** will be required to sign a memorandum of understanding (MOU) detailing role definition and accountability at each level.

Progress Reviews will be conducted annually by LEA and/or SEA based on school's designation and submitted to the local and/or state boards of education for appropriate action.

Rewards and Consequences range from monitoring exemptions from extended strategic plan requirements and MOU describing accountability at various levels

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	Option B
☒ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The WVDE does not currently propose to use student achievement on assessments outside of mathematics and reading/language arts.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☒ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

INTRODUCTION AND BACKGROUND

The approach taken to develop the state's ambitious but achievable Annual Measurable Objectives (AMOs) has been underway for some time. Beginning in February of 2012, the state began its outreach to LEAs, the media, and community as the WVDE filed for the *NCLB* Wavier, requesting both comments on the waiver itself and on the broader ESEA Flexibility Request. Conversations around the core components of Principle 2 began in March of 2012 and included LEA staff comprising West Virginia's Assessment Advisory Committee. This initial meeting focused on the appropriate use of assessment data in an accountability system that transitioned from a lever-based system to a gradient-based index.

Using guidance from these initial conversations, the state turned to their Accountability and Accreditation Stakeholders Advisory Committee (AASAC), which was established in April of 2012. Throughout April, May,

June, and July of 2012, the WVDE met with the AASAC to discuss potential revisions to federal and state accountability systems, component weights for the index, guiding principles around defining AMOs, and establishing fair, yet rigorous, trajectories. This collaborative process culminated with the meeting of a small-scope standard setting committee (SSSC) who would ultimately define the cut points for school classifications and the characteristics of highly effective schools using empirically-based rationales. The following sections detail the development of index-based trajectories, articulating the expectation that all schools will strive toward equipping all students to be prepared for college and careers. Additionally, 2.B presents the subgroup-specific proficiency based AMOs that schools will be required to meet. These two components will drive school designations.

DEVELOPING WEST VIRGINIA'S AMBITIOUS BUT ACHIEVABLE WVAI TARGETS AND AMOS

West Virginia believes that WVAI-based targets and Annual Measurable Objectives (AMOs) must be ambitious, but legitimately attainable, to drive system-wide change. As detailed in the narrative for Principle 1 and earlier in this section, the state made a bold decision, once in 2009 and again in 2010, to realign proficiency-level expectations with national and international performance benchmarks. Given the short amount of time that was left to reach 100% proficiency by 2014, West Virginia's schools were left with an approximate required increase of 16% and 17% percent proficient *per year* in AMOs for mathematics and reading/language arts, respectively. This reality became an impediment to focused statewide efforts supporting improved teaching and learning as many local systems were discouraged from making improvement efforts before they even began the school year. The opportunity to revise the federal accountability system and set new AMOs reflecting continuous attainable improvement are necessary to ensure West Virginia's public education system continues to move forward.

West Virginia has designed AMOs and trajectories around the central goal of every student being in a highly effective school, as classified by the West Virginia Accountability Index and subgroup-specific expectations by the year 2020. We believe this approach is extremely rigorous and innovative in that it promotes alignment among our proposed system of school classifications and a well-articulated set of index-based targets and proficiency-based AMOs that will ensure schools meet our central goal. Our approach to derive these targets and AMOs was as follows:

1. Use stakeholders' recommendations regarding school classifications to develop a set of index starting points based upon the expectations for highly effective schools at each programmatic level;
2. Use input from stakeholders to determine a rigorous but attainable trajectory for improvement in terms of total index points which aligns to the following system goals: That all schools meet or exceed the current highly effective school cut by 2020 (i.e., perform at or above the total index value assigned to the 90th percentile school); and
3. Use the resulting index-based trajectories to extrapolate the required increases in terms of proficiency in reading/language arts and mathematics to determine proficiency-based AMOs for each subgroup in a school by programmatic level.

STEP 1 - INDEX STARTING POINTS

West Virginia used the aforementioned set of recommendations made by the SSSC regarding the school classifications to develop starting points based on each individual school's performance on the WVAI. These starting points highlight each school's expectation for continuous improvement, despite their prior performance. Further, these school-specific starting points articulate the need for lower-performing schools to make larger gains to reach the same expectation for all schools within a programmatic level.

STEP 2 – INDEX-BASED TRAJECTORIES AND AMOS FOR EACH PROGRAMMTIC LEVEL

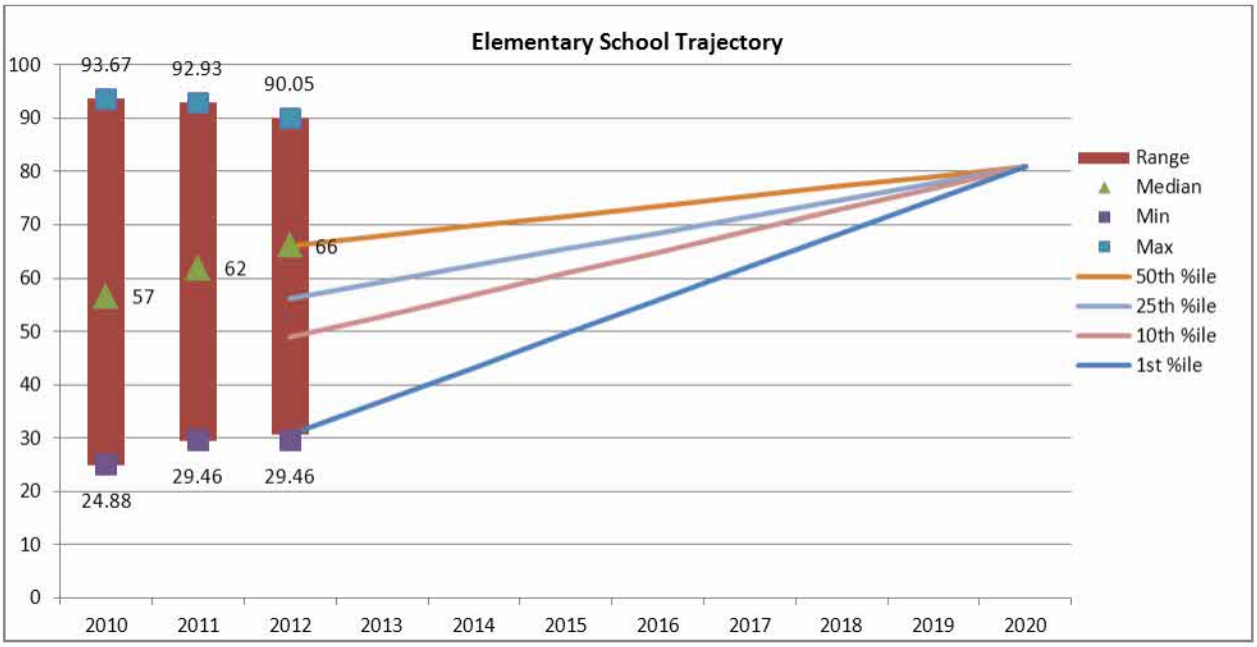
Standard setting participants were asked to provide guidance and recommendations around defining targets for the proposed index-based accountability system. Participants were provided with 2010 and 2011 index data and reviewed how the distributions of overall performance and maximum and minimum values differed across programmatic levels and over time. This information was then compared to where participants believed schools *should* score on the overall index over time in order to demonstrate adequate progress.

To define the trajectories for each programmatic level, participants were asked to consider the following as they extrapolated targets forward:

1. Should there be different rates of change for different schools?
2. Should the same rates of change apply across schools?
3. What is the end target for all schools/each type of school?
4. How does this intersect with the expected index improvement for various trajectories from last year? Over time?

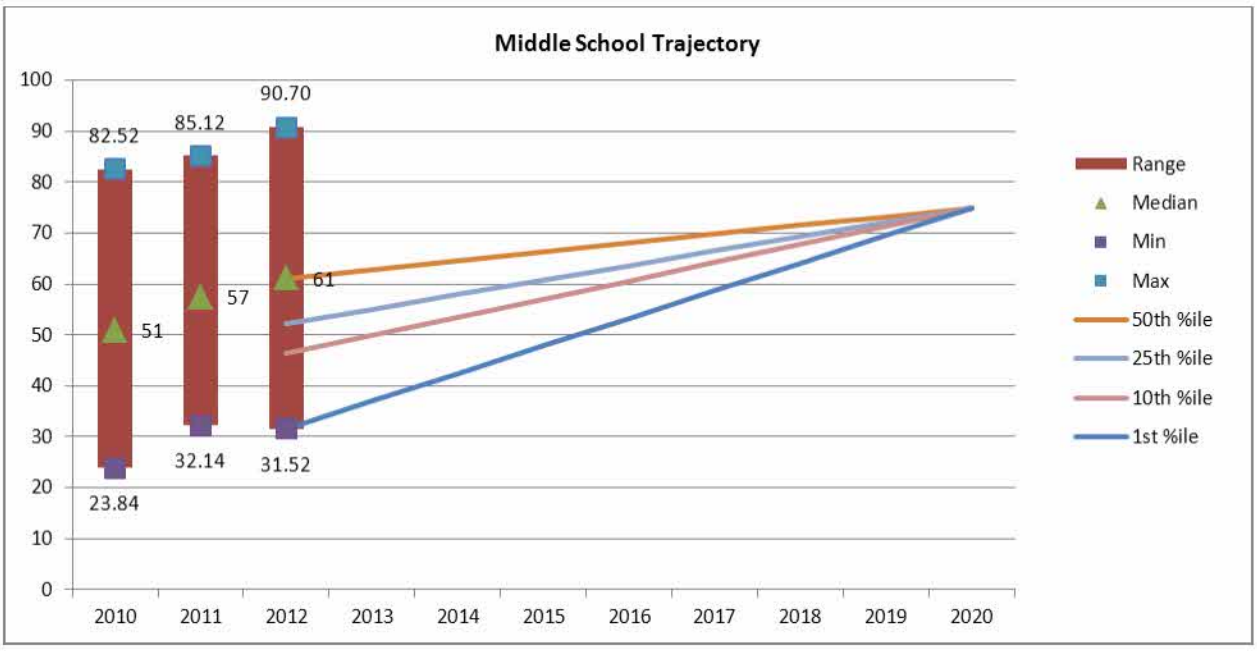
Participants' examination of the WVAI data and rankings for schools played a large role in framing how much improvement *should* be expected from year to year. Figures 2.5 through 2.7 depict the distribution of index rankings and trajectories recommended for each programmatic level. Index distributions are described below each figure. Please note that these projected index values utilize all components of the index, not just proficiency rates. These total index values defined the stakeholders' expectations for continued improvement and served to anchor school-specific index-based targets.

Figure 2.5. 2012 Elementary School Distributions and Trajectory



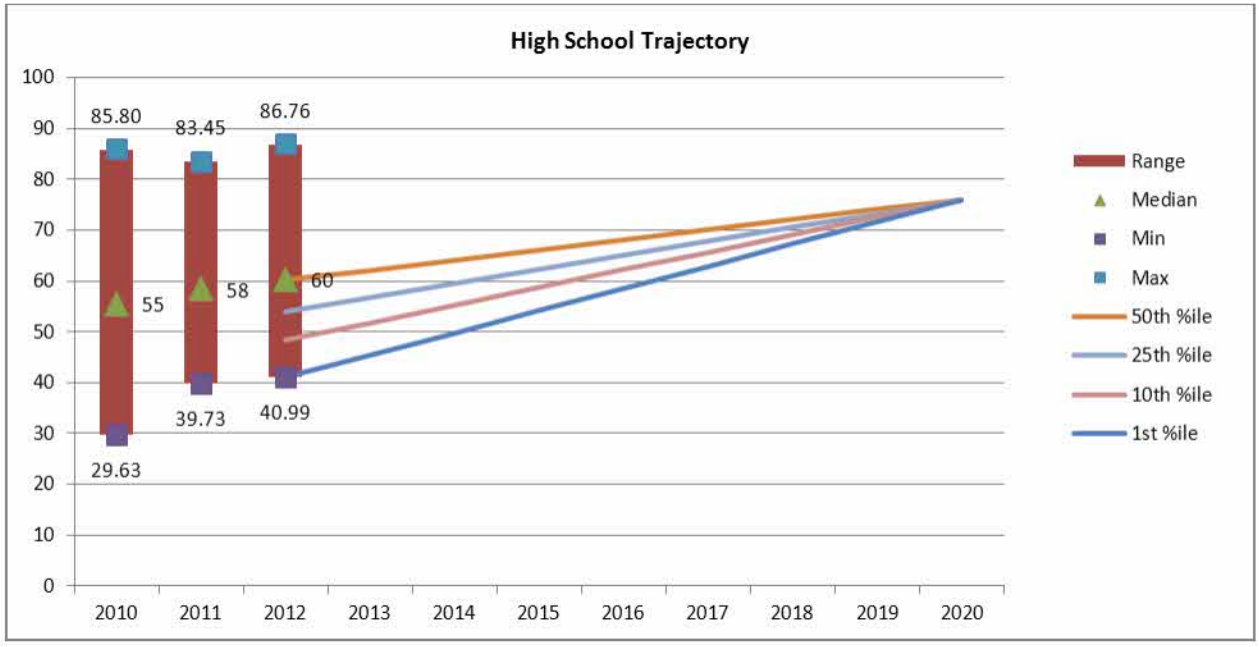
The elementary school index showed consistent gains across the 2010, 2011, and 2012 data with an average increase of 4 points per year. While the ranges varied from year to year, the key metric used to determine overall school improvement was median changes. Averages were also examined but appeared to be slightly deflated due to the distribution of index values for lower performing schools. As shown in the figure above, all schools are expected to reach the 90th percentile or 81 points of the total index by 2020. Sample trajectories are included to showcase how the SSSC articulated expectations for improvements based on proficiency, progress, and gaps that are challenging, yet attainable specific to elementary schools.

Figure 2.6. 2012 Middle School Distributions and Trajectory



The middle school index also showed consistent gains across the 2010, 2011, and 2012 data, with an average increase of 5 points per year. While the ranges varied from year to year, the key metric used to determine overall school improvement was again median changes. Averages were also examined and comparable, reflecting less than a 1 index point difference each year. As shown in the figure above, all schools are expected to reach the 90th percentile or 75 points on the index by 2020. Sample trajectories are included to showcase how the SSSC articulated expectations for improvements based on proficiency, progress, and gaps that are challenging, yet attainable specific to middle schools.

Figure 2.7. 2012 High School Distributions and Trajectory



The high school index also showed consistent gains from 2010 to 2012 with an average increase of 2.5 points per year. Ranges varied from year to year and the key metric used to determine overall school improvement was again median changes each year. Averages were also examined and comparable, but reflected slightly more volatility. As shown in the figure above, all schools are expected to reach the 90th percentile or 76 points on the index by 2020. Again, each school's individual trajectories will define the expected improvements based on proficiency, achievement, gaps, and graduation rates.

Another way to consider the changes in expected index values against performance expectations for highly effective schools is presented below in Table 2.11. This table highlights the expected yearly increase for each programmatic level in terms of total index points, as well as the starting index value that corresponds to an average school moving to the 90th percentile school in the state.

Table 2.13. Expected Average Index Improvements Through 2020.

School Classification Cut	Highly Effective Cut Point				Additional Information	
	Starting Index Value	2020 Target Index Value	Required Yearly Index Increase	Total Required Increase	Standard Deviation	Number of Years to meet SD Increase
Average Elementary School	65	81	2.00	16	12.24	6
Average Middle	60	75	1.875	15	11.47	6
Average High School	62	76	1.75	14	10.28	6

As one can see in the table above, the WVDE is proposing an index shift encompassing a full standard deviation within 6 years—an ambitious proposal considering the need for consistent and sustained improvement in proficiency, progress, and achievement gaps that are differentiated by programmatic level. Although the index starting and end points vary by school and programmatic level, respectively, the expected rates of improvement are determined using normative distributions (i.e., all schools moving to the 90th percentile on the index). This in turn requires each school in each programmatic level to achieve a different amount of index score change over time (see Table 2.12), but serves to move the entire distribution of schools forward. To reiterate, each school's 2012 WVAI score will be its unique starting point, but all schools will be required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools.

The tables below highlight example schools at the 1st, 10th, 25th, and 50th percentiles, their expected improvement over time (Table 2.14), and the specific trajectories for those schools through 2020 (Table 2.15). As previously stated, this demonstrates the acceleration required for under-performing schools to meet the WVAI Target each year.

Table 2.14. WVAI Targets and Expected Improvement through 2020.

Example School	2020 Target	Starting Point	Expected Yearly Increase
1st Percentile Elementary School	81 Pts.	31 Pts.	6.25 Pts. per year
10th Percentile Elementary School	81 Pts.	48 Pts.	4.125 Pts. per year
25th Percentile Elementary School	81 Pts.	56 Pts.	3.125 Pts. per year
50th Percentile Elementary School	81 Pts.	66 Pts.	1.875 Pts. per year
1st Percentile Middle School	75 Pts.	31 Pts.	5.5 Pts. per year
10th Percentile Middle School	75 Pts.	46 Pts.	3.625 Pts. per year
25th Percentile Middle School	75 Pts.	52 Pts.	2.875 Pts. per year
50th Percentile Middle School	75 Pts.	61 Pts.	1.75 Pts. per year
1st Percentile High School	76 Pts.	41 Pts.	4.375 Pts. per year
10th Percentile High School	76 Pts.	48 Pts.	3.5 Pts. per year
25th Percentile High School	76 Pts.	54 Pts.	2.75 Pts. per year
50th Percentile High School	76 Pts.	61 Pts.	1.875 Pts. per year

Table 2.15 WVAI Trajectories for 1st, 10th, 25th, and 50th Percentile Schools

Example School	201	2013	201	2015	201	2017	201	2019	202
1st Percentile Elementary School	31	37.2	43.	49.7	56	62.2	68.	74.7	81
10th Percentile Elementary	48	52.1	56.	60.3	64.	68.6	72.	76.8	81
25th Percentile Elementary School	56	59.1 25	62. 25	65.3 75	68. 5	71.6 25	74. 75	77.8 75	81
50th Percentile Elementary School	66	67.8 75	69. 75	71.6 25	73. 5	75.3 75	77. 25	79.1 25	81
1st Percentile Middle School	31	36.	42	47.	53	58.	64	69.	75
10th Percentile Middle School	46	49.6	53.	56.8	60.	64.1	67.	71.3	75
25th Percentile Middle School	52	54.8	57.	60.6	63.	66.3	69.	72.1	75
50th Percentile Middle School	61	62.7	64.	66.2	68	69.7	71.	73.2	75
1st Percentile High School	41	45.3	49.	54.1	58.	62.8	67.	71.6	76
10th Percentile High School	48	51.	55	58.	62	65.	69	72.	76
25th Percentile High School	54	56.7	59.	62.2	65	67.7	70.	73.2	76
50th Percentile High School	61	62.8	64.	66.6	68.	70.3	72.	74.1	76

STEP3 – EXTRAPOLATING TRAJECTORIES TO DEVELOP SUBGROUP-SPECIFIC PROFICIENCY-BASED AMOS

West Virginia believes an accountability system designed to drive system-wide improvement must take into account both school-wide considerations and individualized attention to subgroup-specific needs. To that end, schools will still be expected to demonstrate that all students and subgroups are meeting rigorous proficiency-based expectations (i.e., Annual Measurable Objectives) that will continue to increase each year.

The WVAI was designed to ensure school designations are based in part on a holistic consideration of school performance using multiple measures of academic progress (i.e., achievement, growth, gaps, attendance rates, and graduation rates). However, to ensure schools do not get a pass for making progress on one measure over another in a compensatory fashion and to drive subgroup-specific interventions and improvement goals, WV is proposing to include a set of rigorous proficiency-based AMOs for all schools/subgroups. Progress toward these AMOs will also be considered when assigning school designations (more information is provided at the conclusion of this section).

We used the SSSC's recommended characteristics of a highly effective school and the aforementioned index improvement trajectories to determine the specific AMO targets for each programmatic level. Subsequently, proficiency rates were examined for all schools and their corresponding percentiles to determine proficiency-based AMOs for all subgroups by 2020. Specifically, schools were rank ordered on their proficiency rates and the 90th percentile schools were identified using 2011-12 data. The amount of change in proficiency rates required to move to the 90th percentile school was then examined. Additional percentiles were then examined to arrive at proficiency-based AMOs. This additional examination of data is required due to the impact of the policy-based decisions that increased the rigor of the statewide assessment. After an extensive review of data, WV has proposed a common end-point for all students, subgroups, and schools of 75% proficient.

The resulting subgroup-specific proficiency-based AMOs appear in Tables 2.15 and 2.16 and communicate the required improvements for the **average** subgroup in WV. It is critical to note that while these increases demonstrate the average performance and required increase, they do not reflect the individualized trajectories for each school and subgroup. To reiterate, each subgroup within each school will use the 2011-2012 data to define the starting point, with all subgroups and schools expected to reach 75% proficiency, yielding a unique trajectory for each subgroup within each school. Again, this requires lower performing schools to accelerate their improvement to make sufficient progress to reach AMOs. Reviewers are reminded that the delineation between *Support, Transition,* and *Success* schools will be based on whether a majority—or half in the case of an

even number—of subgroups have made their proficiency-based AMOs and whether schools are making their WVAI-based targets. More information is provided later in this section.

Examining the Rigor of the Proposed AMOs

To determine the adequacy of our proposed AMOs, West Virginia examined the required yearly increases in proficiency under Option C. The required *average* increases for each of these options are shown in Table 2.15 and Table 2.16 below. These do not reflect the required increases by individual schools, which are context specific. Justification for our AMO end-point (i.e., 75% proficient) is included below the tables. For schools or subgroups that are identified as high performing, proficiency rates will be reviewed annually and improvement will be expected annually.

Table 2.15. Increases in AMOs for Option C in Mathematics.

Group	2012 Proficiency Rates	Option C Increases
All	46.55	3.56
White	47.17	3.48
Black	33.80	5.15
Hispanic	41.51	4.19
Asian	74.52	0.06
Indian	43.52	3.94
Multi-Racial	41.91	4.14
Pacific Islanders	48.78	3.28
Spec. Ed.	19.95	6.88
Low SES	35.99	4.88
LEP	43.16	3.98

Table 2.16. Increases in AMOs for Option C in R/LA.

Group	2012 Proficiency Rates	Option C Increases
All	48.44	3.32
White	48.97	3.26
Black	37.52	4.69
Hispanic	44.09	3.86
Asian	71.32	0.46
Indian	50.23	3.10
Multi-Racial	44.67	3.79
Pacific Islanders	46.34	3.58
Spec. Ed.	16.74	7.28
Low SES	37.40	4.70
LEP	38.55	4.56

The target for all subgroups and schools was selected after a careful review of the data. As a reminder, WV initially considered the 90th percentile school as the proficiency target for AMOs. However, the 90th percentile school's performance in each programmatic level was considerably below 75% due to policy-based context (detailed below Table 2.17). When considering proficiency rates for schools, 75% proficient corresponds to the 98th, 99th, and 100th percentile schools in elementary, middle, and high schools, respectively. Table 2.17 below indicates the actual proficiency rates for schools at 75% proficient and in a separate column, the 90th percentile in proficiency rates in elementary, middle, and high schools.

Table 2.17. Proficiency Rates and Corresponding Percentiles in Math and RLA

Group	Math Proficiency Rate	Math Proficiency Percentile	RLA Proficiency	RLA Proficiency Percentile
Elementary	**75%**	**97th**	**75%**	**99th**
Elementary	64%	90th	65%	90th
Middle Schools	**75%**	**99th**	**75%**	**99th**
Middle Schools	59%	90th	61%	90th
High Schools	**75%**	**>100th**	**75%**	**100th**
High Schools	56%	90th	59%	90th

As one can glean from Table 2.17, the current observed performance in WV is a result of a confluence of three policy-based decisions:

1. Targeting more complex standards
2. Creating items with more complexity and higher difficulty
3. Setting a cut score at the 60th percentile of performance (i.e., 40% proficient)

While these three decision points allowed WV to achieve greater alignment between NAEP, TIMSS, and WESTEST 2, it has created a scenario where schools are not making large gains each year. Moreover, once a school has hit the policy-based starting point of 40% proficient, we rarely see gains that exceed 4% proficient per year for the all group, where most gains average between 2-3%. Table 2.17 highlights that WV expects schools to improve to nearly the performance of the top school in each programmatic level. The WVDE believes that the 8-year trajectory toward 75% is truly rigorous and will require systemic change in schools and LEAs to ensure consistent improvement across all schools, while simultaneously requiring the SEA and RESAs to provide targeted support to the lowest performing schools and schools with the largest achievement gaps.

To appropriately link the AMOs to the WVAI, West Virginia extrapolated performance using the following data-driven scenarios to arrive at the 90th percentile of WVAI scores, which include a requirement of 75% proficient for all students:

Table 2.17. Defined WVAI Criteria for 90th Percentile Schools.

Programmatic Level	Achievement Rates	Achievement Gaps	Observed Growth	Adequate Growth	Attendance/ Graduation Rates
Elementary Schools	75% proficient in both Math and	No more than an 33% Gap	MSGP of 50 in both Math and R/LA	MTSGP of 0 in both Math and R/LA	95% Attendance Rate
Middle Schools	75% proficient in both Math and	No more than an 33% Gap	MSGP of 50 in both Math and R/LA	MTSGP of 0 in both Math and R/LA	95% Attendance Rate
High Schools	75% proficient in both Math and	No more than an 33% Gap	MSGP of 50 in both Math and R/LA	MTSGP of 0 in both Math and R/LA	85% 4-yr/ 87.5% 5-yr Grad Rate

Using these scenarios, it is expected that schools must both meet WVAI-based targets and attend to subgroup-specific AMOs against a trajectory toward 75% proficient.

USING AMOS AND PROFIENCY RATES TO DRIVE CHANGE AND SCHOOL IMPROVEMENT

Since the state revised its standards, assessment, and accountability system in 2009 and 2010, the "bubble" mentality has been prevalent when considering progress toward West Virginia's current AMOs. Because of the unreasonable increases embedded within the current accountability system, schools often target services to students who are just short of proficiency expectations (i.e., "bubble kids"). The revised AMOs reframes the reality of what schools should expect for students to reach, at a minimum, within the context of the system.

West Virginia's index-based trajectories and subgroup-specific proficiency-based AMOs are derived from an empirical consideration of school-wide improvement from the 2009-10, 2010-11, and 2011-12 school years. The trajectories and AMOs set the expectation that all schools shall exhibit school-wide characteristics that correspond to the 90th percentile school on the WVAI and approximately the 99th percentile school on AMOs by the year 2020. This not only communicates a high expectation for student achievement within a school, but progressively stipulates higher rates of improvement for lower performing schools. While public reporting will help drive expectations toward preparing students to be ready for college and careers, a set of articulated index targets and AMOs will also allow the SEA, LEAs, and schools to point to a larger conviction adhering to continuous improvement and educating all students. Public reporting will create an incentive for LEAs and schools to work toward index targets and AMOs for subgroups where specific actions will be taken when schools do not meet performance expectations.

As initially stated in 2.A, school designations and school improvement practices will be based on whether schools are (1) meeting holistic index-based trajectories and (2) subgroup-specific proficiency AMOs. These criteria are restated in the table below.

Designation	WVAI Targets	Proficiency-based AMOs
Reward Schools	High Performance schools must be at least *Success* schools and be among the highest achieving schools in the state. High Progress schools must be at least *Transition* schools and exhibit the highest growth in the state.	
Success Schools	Met WVAI target **AND**	Met AMOs for a majority* of subgroups
Transition Schools	Met WVAI target **OR**	Met AMOs for a majority* of subgroups
Focus Schools	Schools with the largest achievement or graduation rate gaps	
Support Schools	Did not meet WVAI target **AND**	Did not meet AMOs for a majority* of subgroups
Priority Schools	Persistently lowest performing schools in both mathematics and reading/language arts.	

*A majority is defined as greater than half for odd numbers and at least half for even numbers.

Public Reporting of the WVAI Targets and Subgroup-Specific Proficiency AMOs

West Virginia will comply with all requirements regarding public reporting of school progress as per ESEA sections 1111(b)(2)(C)(v)(II) and 1111(h)(1)(C) and 1111(h)(2)(B). Under this request, the SEA and LEAs will report whether schools are meeting the WVAI-based targets and whether the all subgroup and any valid subgroup in a school (i.e., a subgroup with an "n" size of at least 20 across all assessed grade levels) are meeting the proficiency-based AMOs.

Beginning with the 2016 assessment results, the SEA's and LEA's will report all subgroup performance where the "n" size consists of at least 10 across all accountable assessed grade levels.

Exact WVAI scores will be used to determine if schools have met index targets each year. Schools may meet subgroup-specific proficiency-based AMOs for a given subgroup by any of the following methods:

- Exhibition of absolute performance that meets or exceeds the AMOs;
- Application of a confidence interval to account for measurement error for any subgroup not meeting or exceeding the AMOs on absolute performance alone;
- Averaging to account to for any year-to-year anomalies in data for any subgroup not meeting or exceeding the AMOs on absolute performance alone; or
- Application of a safe harbor metric to account for significant improvement from one year to the next for any subgroup not meeting or exceeding the AMOs on absolute performance alone, which is defined as a 10% decrease in the non-proficiency rate of a subgroup.

Actions Taken When Schools Do Not Meet WVAI Targets and/or Subgroup-Specific AMOs

For any case where a school does not meet the WVAI targets and/or subgroup-specific proficiency-based AMOs, schools will be required to implement a host of school improvement practices and/or interventions targeting each WVAI indicator of concern and/or specific subgroup deficiencies.

West Virginia's school improvement framework includes an extensive diagnostic process that provides schools with the means to examine a variety of school effectiveness indicators to determine root causes of poor school performance. Analysis of the WVAI components including proficiency rates, subgroup gaps, growth performance and attendance/graduation rates is a key portion of the diagnostic process. Support for the diagnostic process will be differentiated by designation - *Priority* schools will receive extensive support from the SEA, *Focus* schools will receive targeted support for subgroup analysis from the SEA and RESA, *Support* and *Transition* schools will receive support from the RESA and LEA. From this WVAI component analysis and other diagnostic processes, all designations of schools will determine root causes of poor school performance from which to develop school improvement plans.

School improvement plans for West Virginia public schools must be entered into the on-line school improvement strategic plan system that is accessible to the LEA, RESA and SEA for review and technical assistance; plans are also made available to the public for review at the school level in electronic or printed form. Every school designation group must develop and implement a school improvement plan and LEAs must conduct regular progress monitoring of the improvement plan. The on-line School Improvement Plan platform will include an entry for interventions targeting specific WVAI components which need to improve. However, the extent of the planning and monitoring requirements are progressive based on the degree of improvement needed for each designation (as described in Table 2.12).

First, each plan will include a data analysis section in which the school identifies the areas of student performance by subgroup that need to be addressed in order to improve their overall WVAI rate and meet annual AMOs. For example, a *Support* school may analyze their WVAI data and determine that while their students demonstrate growth from year to year, it is not adequate growth to meet their annual AMOs. Their improvement plan must include interventions designed to accelerate growth in student performance.

Second, each plan will describe interventions (aligned with data analysis) that will be implemented to address performance problems school-wide and for specific subgroups. For example, a *Focus* school has identified the Students with Disabilities subgroup gap score as being the major contributor to their significant subgroup gap. This school, working through their collaborative teams with support from RESA and other external providers, will determine appropriate instructional and environmental interventions to improve student learning for students with disabilities. Another example would be a *Support* school which did not meet their participation target; they will outline specific interventions within their school improvement plan that will lead to increased participation in the following year.

Third, resources and technical assistance will be aligned to support the interventions selected to address WVAI component deficiency areas. Hence, a school with significant attendance issues or low graduation rates would apply targeted resources. This will be done through both school level and LEA improvement plans. The LEA Improvement Plan and ESEA/IDEA Consolidated Application will be aligned to the school improvement plan needs and interventions. This will ensure that the LEA provides the appropriate supports

for interventions through technical assistance, professional development and staffing. Specific information regarding how ESEA/IDEA funding will support improvement efforts is provided in sections 2.D-G.

Finally, progress monitoring will be instituted throughout the improvement process to ensure that sufficient progress is being made on overall WVAI scores and on identified WVAI components most in need of improvement. The local board of education will be responsible for annual monitoring for all schools and the state board of education will conduct annual progress monitoring for *Priority* schools. The WVAI score will be included in the ESEA/IDEA Consolidated Monitoring Protocol to ensure that LEAs are providing the leadership and support that is needed to improve the schools within their districts.

When specific subgroup proficiency issues become apparent during diagnostic visits, targeted interventions germane to that subgroup will be built into the strategic plan. For example, a school with an underperforming English Language Learner subgroup might determine through root cause analysis that a lack of sheltered protocols is inhibiting ELL's from accessing core content. As a result, a *Support* school would consider collaborating with the LEA or external provider to explore SIOP strategies to make academic content more comprehensible.

In addition to the actions steps described above, schools will be required to revise and resubmit their strategic plans to the LEA for review, including intervention strategies to address deficiencies in performance. Additionally, for each of these schools, the LEA will be required to review the revised strategic plans and monitor school implementation efforts to ensure that the specified strategies and supports proposed by schools are being delivered with fidelity. Further, the SEA /OEPA/RESA, as part of the WV school accreditation process will conduct an audit of the lowest performing schools' strategic plans so long as those schools are not already designated as *Priority*, *Focus*, or *Support*. The purpose of the SEA/OEPA monitoring will be to ensure that LEAs are complying with the aforementioned responsibilities.

In accordance to the letter issued from the US Department of Education, Office of Elementary and Secondary Education on February 25, 2015, West Virginia will reset the state's AMOs after the administration of the 2014-15 Smarter Balanced assessments. The determination of individual student growth and of safe harbor will continue to be calculated as originally described in the previously approved Flexibility Request. The state will submit a final plan no later than January 31, 2016.

2.C Reward Schools

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Under West Virginia's proposed accountability system, *High Performing Reward* schools will be identified using the following process:

1. Schools will be ranked using achievement.
2. The top ten percent of schools will be used as the pool for selecting *High Performing Reward* schools.
3. Any school identified as a *Focus* school will be removed from the list.
4. Schools below the fiftieth percentile in the achievement gap component of the WVAI will be removed from the list.
5. Schools that do not meet the WVAI target will be removed from the list.
6. Schools that do not meet a majority of their subgroup-specific proficiency based AMOs will be removed from the list.
7. WV's ESEA School Review Committee, which will include members from the Committee of Practitioners, district assessment coordinators, and accountability representatives from state agencies, will review the pool of schools to identify an appropriate cut point that communicates

high expectations using achievement.
8. The remaining schools will be identified as *High Performance Reward* schools.

Under West Virginia's revised accountability system, *High Performing Reward* schools will be identified using the following process:

1. Schools will be ranked using achievement.
2. The top ten percent of schools will be used as the pool for selecting *High Performing Reward* schools.
3. Any school identified as a *Focus* school will be removed from the list.
4. Schools that do not meet the proficiency based AMOs for the all subgroup will be removed from the list.
5. Schools that do not meet a majority of their subgroup-specific proficiency based AMOs will be removed from the list.
6. The remaining schools will be identified as *High Performance Reward* schools.

To identify *High Progress Reward* Schools, West Virginia proposes to use the following process:

1. Schools will be ranked using the growth component of the WVAI.
2. The top ten percent of schools will be used as the pool for selecting *High Progress Reward* schools.
3. Any school identified as a *Focus* school will be removed from the list.
4. Schools below the fiftieth percentile in the achievement gap component of the WVAI will be removed from the list.
5. Schools that do not meet either the WVAI target **or** meet a majority of their subgroup-specific proficiency based AMOs will be removed from the list.
6. Schools that are not in the top quartile of the WVAI will be removed from the list.
7. WV's ESEA School Review Committee, which will include members from the Committee of Practitioners, district assessment coordinators, and accountability representatives from state agencies, will review the pool of schools to identify an appropriate cut point that communicates high expectations using achievement.
8. The remaining schools will be identified as *High Progress* schools.

In West Virginia's revised accountability system, *High Progress Reward Schools*, will be identified using the following process:

1. Schools will be ranked using observed growth.
2. The top ten percent of schools will be used as the pool for selecting High Progress Reward Schools.
3. Schools that do not meet a majority of their subgroup-specific proficiency based AMOs will be removed from the list.
4. Any school identified as a Focus school will be removed from the list.
5. The remaining schools will be identified as High Progress Schools.

The revised process for determining High Performance and High Progress Reward Schools will be implemented beginning with 2015 assessment results.

Given these procedures, the WVDE has identified the following number of *Reward* schools with at least one Title I school identified:

- elementary schools
- middle schools
- high schools

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

CURRENT RECOGNITION PROGRAMS FOR HIGH PERFORMANCE AND HIGH PROGRESS SCHOOLS

The WVBE and the WVDE have long histories of publicly recognizing and rewarding high-performing schools. Different offices within the WVDE as a whole and within the WVDE's Office of Educational Performance Audits have various recognition programs for schools. In the past, these programs have been implemented individually; the ESEA Flexibility Request will allow the WVDE to merge these programs, which include the following:

- West Virginia Schools of Excellence for 21st Century Learning
- Title I Distinguished School Award Program
- Exemplary Accreditation Status
- Distinction Accreditation Status
- Career and Technical Education Exemplary Schools

Each of these recognition programs are described in further detail below.

WEST VIRGINIA SCHOOLS OF EXCELLENCE FOR 21ST CENTRURY LEARNING

The instructional programs at these schools meet rigorous academic standards, have supportive and learning-centered school environments, and demonstrate student achievement results significantly above the average for comparable schools. Additionally, West Virginia *Code* 18-5A-4 requires these schools to demonstrate the following:

- Improvements in student achievement, dropout rates, standardized test scores; parent and community involvement; parent, teacher, and student satisfaction; and student attendance
- The implementation of advanced or innovative programs and the goals of college and career ready
- Other factors that promote excellence in education

Each School of Excellence recipient is honored at a banquet and receives a plaque and banner. Beginning in 2014-2015, schools which receive the designation of High-Performing and High -Progress Reward Schools will also become West Virginia School of Excellence.

TITLE I DISTINGUISHED SCHOOL AWARD PROGRAM

A Title I Distinguished School must meet the following criteria:

- Be operational for at least three or more consecutive years
- Be a Title I program for three or more consecutive years
- Exhibit full West Virginia accreditation status
- Demonstrate AYP in both reading and mathematics for three or more consecutive years

Title I Distinguished Schools must demonstrate 60% proficiency for all subgroups in both reading/language arts and mathematics based on 10 or more students tested ("n" count for reporting assessment data). K-2 Title I schools must make AYP for three or more consecutive years as determined by the Office of Educational Performance Audits.

EXEMPLARY ACCREDIATION STATUS

Schools are designated as exemplary based on a ranking system. All schools are ranked according to the percentage of proficiency in each subject (reading/language arts, mathematics, science, and social studies). All students in these schools are ranked by a student achievement index in each of the above subjects based on their scores on the WESTEST 2, with progressive weighting for scores at each performance level. Based on these weighted rankings for elementary, middle, and high schools, the top 10 percent of schools are designated as "exemplary" if they meet other criteria—including attendance rates; graduation rates; percentage of high school graduates who declare their intentions to enroll in college or other postsecondary education; and percentage of students who successfully complete Advanced Placement®, dual credit, and honors classes.

DISTINCTION ACCREDITATION STATUS

A school is issued distinction accreditation status when` its students' performances are below the criteria for exemplary status but when it still achieves in the upper quartile on the annual performance measures, as specified in Section §126-13-6: *State Annual Performance Measures for School Accreditation Status and School System Approval Status.*

CAREER AND TECHNICAL EDUCATION EXEMPLARY SCHOOLS

Career and Technical Education (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 Career and Technical Education. The determiners are: Academic Skill Proficiency, Technical Skill Proficiency, Placement, and Placement in Field.

PROPOSED RECOGNITION PROGRAM FOR HIGH PERFORMANCE AND PROGRESS SCHOOLS

REWARD SCHOOLS

The WVDE proposes to develop a new system of school recognition to align with ESEA Flexibility. The new comprehensive recognition systems will label high performance and progress schools as *Reward* schools. The following categories of schools will be recognized within this new system using the WV Accountability Index described in 2A:

High Performing *Reward* Schools exhibit the highest absolute performance among *Success* schools and do not have persistent achievement gaps in any subgroup. At least 1 Title I school will be identified as high performing.

High Progress *Reward* Schools are making the greatest progress in the growth component of the WVAI over a number of years with no significant achievement gaps across subgroups that are not closing and must be at least *Transition* schools. At least 1 Title I school will be identified as high progress.

Schools awarded these designations will receive the following:

- Press releases will be developed and distributed to media outlets around the state. Certificates and plaques will be provided to each participating school.

Reward schools will also receive special considerations including but not limited to exemption from ESEA/IDEA Consolidated Monitoring for one monitoring cycle and exemption from OEPA auditing for one monitoring cycle.

The timeline for the *Reward* schools recognition process will be as follows:

- The first *Reward* schools will be identified and announced in August 2013.

CONSULTATION

In order to design a recognition and rewards system that would be meaningful and beneficial to the LEAs and schools, the WVDE consulted the Accountability and Accreditation Stakeholder Advisory Committee, the Title I Committee of Practitioners, the WVDE and the OEPA program staff for Title I Distinguished Schools and Exemplary Schools. This group plans to continue to work to develop one comprehensive system of school recognition that will merge the various recognitions that currently exist with the *Reward* schools to recognize schools in multiple categories with differentiated rewards. This systems merger will require policy change.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

PROCESS USED TO IDENTIFY PRIORITY SCHOOLS

Under West Virginia's proposed accountability system, priority schools will be identified using the following process:

1. Schools will be ranked using proficiency rates.
2. The WVDE will identify the lowest performing schools using proficiency rates for the most current year that include at least the minimum number of required Title I schools.
3. **All schools (i.e., Title I and non-Title I schools**) that exhibit proficiency rates under the identified Title I schools will be identified as a *Priority* school.
4. Historical trend data will be used to validate *Priority* school selections:
    - Using **only achievement** data (i.e., proficiency rates), all schools will be coded from lowest to highest using quartiles (i.e., red, orange, yellow, green).
    - Schools will also be coded by quartile using the three most recent years of achievement data to establish a trend of performance (e.g., 2012, 2011 and 2010). (e.g., 2016, 2015 and 2014).
    - Trend data will be compared to ensure the WVAI is identifying the correct schools.

Using the process outlined above, the WVDE identified 30 Priority schools that included the required number of Title I schools (i.e., 5% or 18 of the Title I schools):

Using the 2016 assessment results, the WVDE will identify new Priority schools in a number at least equal to 5% of the state's Title I schools from the 2015-16 school year. Newly identified Priority schools will begin implementation in the 2016-17 school year utilizing the WV School Improvement Framework and adjusted timeline presented in Table 2.19. Any Priority school not exiting in 2016 will begin an intensive intervention phase as described in section 2.D.iii.

Because West Virginia is proposing to implement a statewide model and believes that low-performing schools, irrespective of Title I eligibility, should receive support, the state would apply the same criteria to all schools in the state. Expanding the scope to non-Title I schools would identify the following using 2011-2012 data:

- 12 non-Title I schools had an Achievement Index score less than the highest ranked Title I *Priority* school.

West Virginia understands that 5% (i.e., 18) of the Title I schools in the state must be identified as *Priority* schools.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

WVDE SCHOOL IMPROVEMENT MODEL

The WVDE will implement the Turnaround Principles as outlined in ESEA Flexibility in Priority Schools:

- Provide strong leadership
- Ensure that teachers are effective and able to improve instruction
- Redesign the school day, week, or year
- Strengthen the school's instructional program
- Use data to inform instruction
- Establish a school environment that improves safety and discipline and address other non-academic factors
- Engage families and community

These principles are embedded in the West Virginia Standards for High-Quality Schools (Policy 2322) and they are included in the WVDE school improvement model that has been successfully implemented in School Improvement Grant (SIG) 1003(g) and Tier schools since 2010. Staff from the WVDE Office of School Improvement have experience in working with the state's 20 SIG schools to implement each of the seven turnaround principles as necessary.

The WVDE will utilize its current school improvement process, which is based on the research of Project ASSIST at the University of Missouri-Columbia, the Education Alliance at Brown University, and the Center on Innovation and Improvement. The framework will support LEAs and their priority schools in selecting and implementing interventions to improve student achievement. West Virginia has successfully implemented this process with the current School Improvement Grant (SIG) 1003(g) initiative, since 2010. The SIG 1 cohort contained fourteen schools and twelve of the fourteen improved in Math from 2010-2011. All fourteen schools improved in Reading/Language Arts from 2010-2011. Ten of the fourteen continued to show gains in Math from 2011-2012 and seven of the fourteen showed continued gains in Reading/Language Arts. The SIG 2 cohort is made up of six schools. Five of these six schools improved in Math while four of the six improved in Reading/Language Arts from 2011-2012. The same process will be implemented in *Priority* schools and emphasize the development of teacher and leader effectiveness, comprehensive instructional reform programs,

increased learning time, the creation of community-oriented schools, and operational flexibility with sustained support.

The WVDE's Office of School Improvement will provide sustained support for *Priority* schools. This office supported districts and schools in the implementation of the turnaround principles with the SIG schools. The office employs school improvement coordinators, who will serve as liaisons to the *Priority* schools and provide weekly mentorship and support to school leadership teams. They also will collaborate with each LEA's school improvement staff and provide technical assistance to each school's leadership team around the West Virginia Standards for High-Quality Schools (Policy 2322).

The Priority Schools cohort will receive support from the SEA to implement turnaround principles for a period of three years. The planning and diagnostic process (based on the Turnaround Principles) will occur at the beginning of the three year support process and an extra year of support for sustainability will follow the third year. The full five-year timeline, monitoring, activities and support processes that ensure West Virginia will implement interventions in *Priority* schools that are fully aligned with the Turnaround Principles are described below. That is, full implementation will begin at the beginning of the first year WV's Flexibility Request is approved.

2.3.4 Table 2.19 WV School Improvement Framework for Priority Schools

Time-line	Process/Activities	LEA Responsibilities
Preparations for Implementation (Diagnostic) School Year 2012-2013	**Diagnose and begin building structures:** • School Improvement Coordinator (SIC) assigned to assist in improvement process • Diagnostic visit based on Turnaround Principles/HQ Standards and administer culture survey and principal effectiveness audit • Diagnostic Report completed and shared with staff by November 2013. • School, LEA, RESA and SEA develop relationships and clarify roles within a formal MOU • Administrative Team develops relationships and clarifies roles • School Leadership Team (SLT) established and protocols created • Extended strategic plan revised to address the findings and recommendations from the diagnostic visit • Recommendation made to utilize subgroup interventions from Section 2E, if diagnostic visit reveals subgroup gaps • Schedule for SLT & Collaborative Teams (CT) established for following school year • Technical assistance and available resources are explained	• County hires or appoints a local SIC to collaborate with WVDE SIC to support the school on a daily/weekly basis • County representation meets and collaborates with SLT monthly

Initial Implementation Year School Year 2013-2014	**Build structures that facilitate school improvement:** • Establish MOU beginning implementation of all Turnaround Principles simultaneously • SIC visits and/or consults with school weekly • SLT Conference in October/February • SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards • Instructional Practices Inventory (IPI) team trained to collect data on student engagement • SLT builds capacity in Turnaround Principles/HQ Standards • Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year • SLT measures and documents progress using Online Monitoring tool around HQ Standards • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies • SIC coordinates instructional improvement efforts with Office of Special Programs, Instruction, and Early Learning • SIC/SLT administers Culture Typology & conduct 4 IPI data collections & debriefs. • SLT prepares for progress & annual reports to local and state BOE • SIC/SLT completes a culture survey at end of year	• Local SIC supports the school on a daily/weekly basis • Fund travel/substitute cost to attend two SLT Leadership Conferences. • County meets and collaborates with SLT monthly
Second Implementation Year School Year 2014-2015	**Facilitate school improvement:** • Revisit MOU and revise as necessary • SIC visits and/or consults with school weekly • SLT Conference in October/February • SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards • SLT builds capacity in Turnaround Principles/HQ Standards • Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year • SLT measures and documents progress using Online Monitoring tool around HQ Standards • Extended strategic plan is continually revisited with emphasis on organizational learning • SIC/SLT increases emphasis on instructional improvement with continued coordination with Office of Special Programs, Instruction and Early Learning • SLT conducts 4 IPI data collections & debriefs • SLT prepares for progress & annual reports to local and state BOE • SIC/SLT completes a culture survey at end of year	• Local SIC supports the school on a daily/weekly basis • Fund travel/substitute cost to attend two SLT Leadership Conferences • County meets and collaborates with SLT monthly

Final Implementation Year School Year 2015-2016	**Build capacity to facilitate sustainability:** • Revisit MOU and revise as necessary • SIC visits and/or consults with school bi-monthly • SLT Conference in October/February • SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards • SLT builds capacity in Turnaround Principles/HQ Standards • Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year • SLT measures and documents progress using Online Monitoring tool around HQ Standards • Extended strategic plan is continually revisited with emphasis on sustainability • SIC/SLT continues instructional improvement with emphasis on building capacity of the Collaborative Teams as a vehicle to provide instructional improvement with Office of Special Programs, Instruction, and Early Learning • SLT conducts 4 IPI data collections & debriefs • SLT prepares for progress & annual reports to local and state BOE • SLT completes a culture survey at end of year	• Local SIC supports the school on a daily/weekly basis • Fund travel/substitute cost to attend two SLT Leadership Conferences • County meets and collaborates with SLT monthly
Sustainability Year School Year 2016-2017	**The LEA will sustain and institutionalize the work:** LEA provides support for SLT to sustain continuous improvement activities as practiced in three-year implementation process as follows: Sustain work of Administrative teams, SLT, and collaborative teams • Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year • Sustain the use of the online system to measure and document progress in all HQ Standards • Prepare SLT for progress & annual reports to District Leadership Team local board of education Continues local SIS, assumes responsibility for supporting the school, & leads questioning for progress & annual report out/conversation	

Upon approval of this ESEA Flexibility Request, the WVDE will help the LEAs and *Priority* schools revise their strategic plans for continuous school improvement to incorporate turnaround principles articulated in the flexibility request. The plans will describe how the LEAs will help *Priority* schools meet AMOs and emphasize specific interventions to achieve these goals. School improvement coordinators will assist *Priority* schools in using the WVDE early warning system to target specific supports for at-risk students; this system will work in conjunction with multiple program resources (e.g., support for personalized learning, safe and supportive schools, dropout prevention, optional educational pathways) to help priority schools address identified needs. School improvement coordinators will also track progress on implementation of the Turnaround Principles.

As a result of ESEA Flexibility, the WVDE Offices of Federal Programs and Special Programs will revise the State Consolidated Application for ESEA/IDEA funding to facilitate appropriate prioritization of resources and staff to support school improvement efforts in all schools. Districts with identified Priority Schools will allocate appropriate Title I, Title II, Title III (if they have a subgroup gap with ELL), IDEA (if they have a subgroup gap with students with disabilities) and other resources to support the intense school turnaround activities of these schools as determined through their diagnostic process aligned with the Turnaround Principles. West Virginia's ESEA/IDEA Consolidated Application will address this requirement through a collaborative planning process between the school, LEA and WVDE (School Improvement Specialist and Office of Federal Programs Liaison). The ESEA/IDEA Consolidated Application will require Priority

Schools to conduct a thorough data analysis which will guide them in the development of a professional development plan that demonstrates how they will prioritize and align various professional development offerings to their specific school improvement needs. As ESEA budget planning for the 2013-14 began in December 2012, LEAs have made the necessary personnel provisions to apply flexible staffing patterns to address the needs of Priority schools.

The WVDE Office of Federal Programs will utilize ESEA 1003(a) and Title II State Activity funding, if available and appropriate, to assist districts in meeting the balance of needs through discretionary grants to districts most in need of providing supports to Title I Priority Schools (ESEA 1003(a)) and non-Title I Priority Schools (with Title II funding).

The WVDE and LEA set-aside funds for 1003(a) will support the school improvement framework implementation in Title I *Priority* schools. The WVDE will use the ESEA Flexibility Request to waive the School Choice and Supplemental Educational Services (SES) from the new accountability system. Data indicate that very few parents use this option; as such, compliance activities for this requirement are not an efficient or effective use of administrative resources at the WVDE or LEA levels. The WVDE and LEA will redirect the time and resources currently dedicated to implementing, maintaining, and monitoring School Choice and SES programs to provide more support to Title I *Priority* schools in implementing the turnaround principles. The WVDE is not setting an exact percentage for Priority set-aside funding; the Office of Federal Programs will collaborate with each LEA to determine an adequate amount of set-aside to support the needs of their Priority schools. Each set of needs will be identified through the diagnostic visits of each school aligned with the Turnaround Principles. Funding will be used to support leadership development, collaborative teams, common core implementation, school climate and culture, student learning goals and other identified needs. If annual progress reviews determine that additional resources are needed, the WV Board of Education can redirect funds to increase the level of support to address specific needs.

In addition to required School Leadership Team training, *Priority* schools will receive special consideration for inclusion in other state-level professional development and program enhancement activities (described in Principle 1 and in 2.E. as Focus Intervention Strategies). School improvement coordinators and the LEA school improvement contact will provide on-site support to help school leadership teams integrate these programs and strategies into their daily routines.

Annual progress of Priority schools will be reviewed by the WVDE, LEA and RESA. Performance reviews of the principal and staff will reflect progress or lack of progress toward student achievement and other indicators of school improvement. The West Virginia Board of Education will hold the LEA accountable for priority school improvement results and may use a continuum of consequences including LEA/school take-over as well as removing the principal's authority and placing a certified/qualified administrator in control of the school. The West Virginia Board of Education has the authority to do this under West Virginia Code §18-2E-5.

The annual progress reports for Priority schools will include information on educator effectiveness based on the new Teacher and Leader Evaluation Systems. The West Virginia Board of Education will use this information to determine if LEAs/RESAs will be directed to provide additional supports to educators in Priority schools demonstrating low levels of teacher effectiveness. This process will align with the requirement of the Support for the Improvement of Professional Practices (SIPP) outlined in West Virginia Code §18A-3C-1.

In addition, the West Virginia Board of Education may direct LEAs/Priority schools that do not make progress to implement specific turnaround principles that have been identified as a weakness in the annual evaluation of the schools improvement indicators. This may include redesign of school schedules to provide additional time and support for improvement, instructional improvements, improving school climate and increasing family and community engagement. WVDE School Improvement Coordinators will provide the technical assistance and oversight to assure that these directives are implemented.

Intensified Interventions for Priority Schools not Exiting Status:

Upon review of 2016 assessment data, those schools not meeting the established exit criteria for Priority schools will retain Priority status and will enter into the Priority Intensive Intervention Phase (PIIP). Through this process the school will receive increased monitoring and technical assistance that will be documented in a new MOU. Specific interventions will be determined by the State Board of Education as advised by the State Superintendent of Schools and may include, but not limited to the following:

- Escalating oversight and monitoring.
- Appointing a Distinguished Educator to provide oversight of leadership and management in the school.
- Identifying a Lead Turnaround Partner to work with the school and LEA to implement the WVDE School Improvement Framework with fidelity.
- Intensifying LEA capacity-building efforts inclusive of aligning coordination of focus, engaging with school- embedded professional development and continuous monitoring.
- Increasing availability of resources through prioritization of SIG 1003(g) funding inclusive of SEA direction of the use of such funds.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

PROCESS AND TIMELINE TO SUPPORT *PRIORITY* SCHOOLS

The timeline for implementation under this flexibility request will begin with the new *Priority* school identification process in 2012-13. This means that each school identified as a *Priority* school in the Spring of 2013 will be assigned a school improvement coordinator, who will lead a diagnostic visit and begin instituting structures and processes to implement the turnaround principles and school improvement framework, with WVDE and LEA support, during 2013-14. The milestones and timeline for continued support is depicted in Table 2.20. Again, the diagnostic visits are based on the Turnaround Principles.

Table 2.20. Milestones and Timeline for Continued Support

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
March 2013 – Oct 2013 2012 *Priority* schools will diagnose and begin to build structures	SEA RESA LEA School leadership team (SLT)	Diagnostic analysis report based on Turnaround Principles MOU Appropriate school leadership team membership Appropriate schedule to accommodate the work of the school leadership team and collaborative teams	WVDE staff RESA staff LEA school improvement contacts	Building stakeholder knowledge of the WVAI Addressing personnel and scheduling issues to allow for appropriate time and structure for school teams to meet Building communication processes within the school and between the LEA, RESA and SEA
August 2013 – July 2014 2012 *Priority* schools build structures that facilitate school improvement.	Same as previous year	High Quality Standards on-line monitoring tool Reports from culture & climate surveys, typology & IPI Leadership Effectiveness Audit Educator Evaluation System Reports Annual progress report Improvement on AMOs	Same as previous year Culture, climate, & typology survey tools CCSS and accompanying professional development tools	Prioritizing time within school schedules for teams to focus on student learning Maintaining communication structures among all parties Addressing culture and climate issues that hinder school improvement
August 2014 – July 2015 2012 *Priority* schools will facilitate school improvement.	Same as previous year	Same as previous year	Same as previous year	Same as previous year Staff turnover

August 2015 – July 2016 2012 *Priority* schools will build capacity to facilitate sustainability.	Same as previous year	Same as previous year	Same as previous year	Same as previous year
August 2016 – July 2017 The *Priority* schools will sustain and institutionalize the work.	LEA SLT Collaborative teams	Same as previous year	Same as previous year	Same as previous year Sustaining improvement process without SEA oversight

2.D.i Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

EXIT CRITERIA FOR *PRIORITY* SCHOOLS

Priority schools, due to their significant need, will not be eligible to exit *Priority* status until the end of the third year. At the end of three years, a school must meet the following criteria to exit *Priority* status:

1. The school is no longer in the bottom 5% of Title I school performance (as described in section 2A).
2. The school demonstrates successful implementation of school turnaround strategies (as measured by the High Quality Standards on-line monitoring tool).
3. The school must demonstrate for the two most recent years, that
    a. students in the all subgroup are meeting the AMO, **or**
    b. students in the all subgroup are demonstrating adequate growth (i.e., a median gap of zero in the distance between observed growth and target growth).

It is assumed that any school meeting these two criteria will be designated a *Support* school. Again, *Support* schools will be required to work with the LEA and/or RESAs to enhance leadership, engage in more effective strategic planning, deliver more effective instruction, and engage in outcome-focused capacity building at the school level. For more information on how services are delivered, please see sections 2.F. and 2.G.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in ESEA Flexibility (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

PROCESS USED TO IDENTIFY FOCUS SCHOOLS

Under West Virginia's proposed accountability system, *Focus* schools will be identified using the following process:

Elementary and Middle Schools:

1. All elementary and middle schools will be ranked using the Gap component of the WVAI.
2. Schools that were already identified as *Priority* schools will be removed from the list.
3. The WVDE will identify the required number of Title I schools with the largest achievement gaps.
4. These Title I and non-Title I elementary and middle schools falling below the 10th percentile Title I school will be identified as a *Focus* school

Using the process outlined above, the number of Title I schools that would be selected at the elementary and middle programmatic levels will be based on their performance on the Gap component of the WVAI.

Given these rankings, the WVDE identified 78 *Focus* schools among elementary and middle schools that include the required number of Title I schools (i.e., 10% or 36 Title 1 schools).

West Virginia believes that schools with high-achievement gaps, regardless of Title I classification, should receive support in addressing individual student learning. Thus, the state proposes to implement a statewide model. Expanding the scope to non-Title I schools included 42 non-Title I elementary and middle *Focus* schools.

High Schools:

1. All high schools will be ranked using a graduation rate gap.
2. High schools that were already identified as *Priority* schools will be removed from the list.
3. The WVDE will supplement the required number of Title I schools with 5 percent of the state's high schools with the largest graduation rate gaps.
4. These Title I and non-Title I schools will be identified as *Focus* schools.

Given these rankings, the WVDE identified 6 *Focus* high schools.

Schools that are identified among the largest 10 percent of Title I school achievement or largest 5 percent of graduation rate gaps will be reviewed for subgroup performance. If a subgroup that contributes to a school's achievement gap is performing at or above the 67th percentile for that subgroup, the school will be exempt from *Focus* designation.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

PROCESS AND TIMELINE TO SUPPORT *FOCUS* SCHOOLS

The following description of West Virginia's process for supporting Focus Schools is outlined in Table 2.21 Differentiated Recognition, Accountability and Support system. This chart articulates the progression of supports across the continuum of school improvement needs.

The WVDE will work closely with the state's eight Regional Education Service Agencies (RESAs), each of which serve four to twelve districts of the state, to provide support to their *Focus* schools. Each RESA has a Special Education Director, Wellness Specialist, Professional Development Director and Technical Assistance Support Specialist (RTI). These individuals have provided cost-effective services to students, schools, and districts for more than 25 years. They have been involved extensively in the state's current school improvement efforts and have experience with the WVDE's Office of School Improvement processes. As such, their staff members are uniquely positioned to support LEAs and their *Focus* schools. The WVDE will consider the number of *Focus* schools within each of the service areas to determine if additional support and resources are needed.

The West Virginia Board of Education has authority and oversight over the WVDE, RESAs, LEAs and schools and will hold all agencies accountable for progress in the Focus Schools. The SEA, RESAs and LEAs will form a Focus Assistance Support Team (FAST) which will be responsible for the design and delivery of the intervention processes for Focus Schools. The Memorandum of Understanding outlined in Table 2.X will articulate specific supports and serve to hold all FAST members accountable.

Table 2.21 Differentiated Supports for Focus Schools

FAST LEADERSHIP LEVELS	REPRESENTATION
WVDE	Office of Federal Programs (ESEA Programs) Office of Optional Pathways (Dropout Prevention) Office of School Improvement Office of Special Programs (special education)
RESA	Professional Development Coordinator Special Education Director Technical Assistance Support Specialist (SPL/RTI) Wellness Specialist
LEA	District Superintendents Attendance Directors Curriculum Directors ESEA Program Staff (Title I, Title II & Title III Directors) Special Education Director
School Leadership Team	Principals Teachers (Classroom, ELL, Title I, Special Education) Instructional Coaches Counselors and Social Workers

The FAST will be responsible for ensuring that identified Focus Schools have the information, capacity and resources they need to effectively support groups of historically underperforming students. The FASTs will facilitate Focus Schools' selection and implementation of appropriate intervention measures to improve student performance beginning in the 2013-14 school year. That is, when West Virginia's Flexibility Request is approved. The process and timeline for Focus School improvement is outlined in Table 2.22:

Table 2.22 West Virginia School Improvement Framework for Focus Schools

Time-line	Process/Activities	LEA Responsibilities
Preparations for Implementation Preparations for Implementation (Diagnostic) School Year 2012-2013	**Diagnose and begin building structures:** • LEA appoints local liaison to collaborate with RESA/SEA FAST members • RESA FAST members facilitate diagnostic visits in collaboration with LEA and SEA FAST members • Focus diagnostic visits conducted by RESA FAST – primary focus of level 1 diagnostic will focus on Gap analysis to determine subgroup needs • Level 2 diagnostic will focus on specific self-assessment tools for identified subgroup areas • Diagnostic Report completed and shared with LEA and school leadership and staff by November 2013 • School, LEA, RESA and SEA develop relationships and clarify roles within a formal MOU • School Leadership Team (SLT) established and protocols created • Extended strategic plan revised to address the specific findings and recommendations from the diagnostic visit with measurable goals, action steps and a concrete evaluation plan to address identified gaps • SLT establishes schedule for job-embedded professional development and interventions for following school year • Technical assistance and available resources (including external providers) are explained	• The lead(s) for the LEA FAST is the district coordinator/director for programs responsible for identified subgroup(s) • County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule • LEA FAST collaborates with SLT monthly
Initial Implementation Year School Year 2013-2014	**Build structures that facilitate school improvement:** • RESA FAST and external providers collaborate with LEA FAST and SLT to implement gap interventions in accordance with extended strategic plan • LEA FAST meets with SLT once a month to monitor progress and assess fidelity of implementation for selected subgroup interventions • SLT meets with collaborative teams within the school weekly to examine data and monitor intervention implementation and progress • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies related to providing for targeted subgroup • SLT prepares for progress & annual reports to local and state BOE • Schools progress is reviewed for focus status exit criteria	• County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule • LEA FAST collaborates with SLT monthly • LEA targets funds to implement gap interventions from menu

Second Implementation Year School Year 2014-2015	**Facilitate school improvement:** • RESA FAST and external providers collaborating with LEA FAST and SLT implement gap interventions in accordance to extended plan • LEA FAST meets with SLT once a month to monitor progress • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies related to providing for targeted subgroup • SLT prepares for progress & annual reports to local and state BOE • Schools progress is reviewed for focus status exit criteria	• County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule. • LEA FAST collaborates with SLT monthly • LEA targets funds to implement gap interventions from
Final Implementation Year School Year 2015-2016	**Build capacity to facilitate sustainability:** • RESA FAST and external providers collaborating with LEA FAST and SLT implement gap interventions in accordance to extended plan • LEA FAST meets with SLT once a month to monitor progress • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies related to providing for targeted subgroup • SLT prepares for progress & annual reports to local and state BOE • Schools progress is reviewed for focus status exit criteria	• County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule • LEA FAST collaborates with SLT monthly • LEA targets funds to implement gap interventions from menu
Sustainability Year School Year	**The LEA will sustain and institutionalize the work:** LEA provides support for SLT to sustain continuous improvement activities as practiced in three-year implementation process. • Prepare SLT for progress & annual reports to District Leadership Team local board of education • LEA & RESA FASTs assume responsibility for supporting Focus Schools, & lead questioning for progress & annual report out / conversation	

Focus school diagnostic visits will be conducted by the RESA staff (with assistance from the SEA) to identify appropriate interventions to address each school's gap areas. Based on feedback from the visit, each school leadership team, with assistance from the LEA and RESA, will develop action steps within their Extended Strategic Plan to address the identified gaps. The revised school plans will establish goals for decreasing gaps and outline specific interventions. The following table includes a menu of acceptable interventions that can be accessed by Focus Schools; the appropriate interventions for each school will be determined based on consultation with the FAST (See Table 2.23):

Table 2.23 Subgroup Interventions for Priority (where applicable) and Focus Schools

INTERVENTIONS	SUBGROUPS			
	Students With Disabilitie	English Languag e	Economically Disadvantage d	Other Race/Ethnicity
Support for Personalized Learning (Framework a Multi-Tiered System of Support with	✓	✓	✓	✓
Positive School Climate	✓	✓	✓	✓
Technology	✓	✓	✓	✓
Problem-Solving Process	✓	✓	✓	✓
*Universal Design For Learning	✓	✓	✓	✓
*Differentiated Instruction	✓	✓	✓	✓
*Informative/Classroom Assessment (2013-14)	✓	✓	✓	✓
*Scaffolding	✓	✓	✓	✓
*Vocabulary	✓	✓	✓	✓
*Cognitive Strategy Instruction	✓			
Data Collection and Assessment System	✓	✓	✓	✓
Service Delivery	✓	✓	✓	✓
Individualized Education Program (IEP)	✓			
Limited English Proficient Plan (LEP)		✓		
Early Warning System	✓	✓	✓	✓
Mathematics Academy	✓		✓	
*Teaching and Learning Academy	✓	✓	✓	✓
National Dropout Prevention Center Program	✓	✓	✓	✓

Basic Core Strategies for Dropout Prevention (mentoring/tutoring, service-learning, alternative schooling, after-school opportunities)	✓	✓	✓	✓

The WVDE, RESA, LEA staff will provide technical assistance and job-embedded professional development to Focus schools based on their identified gaps for the intervention strategies listed above. Examples of professional development provided by the WVDE and RESAs include:
Workshops that target students with disabilities.

- Support for Personalized Learning (SPL) - One day training module during which school and district teams (elementary, middle, high) understand the components of the SPL framework, examine practices, establish priorities and set goals for improvement.
- Using Differentiated Instruction to Implement the WV Next Generation Content Standards and Objectives - One day training module in which special and general education teachers make connections between differentiated curriculum, instruction and the Next Generation Standards and Objectives.
- Accessing the WV Next Generation Standards and Objectives for Students with Disabilities: Support for Specially Designed Instruction (SSDI) - Two day training module in which special education teachers and principals will understand and apply key instructional shifts required of the CCSS and understand how to use instructional materials and assessments to make content accessible to all learners and develop meaningful standards-based IEPs.

Strategies that target ELLs:

- Intensify the variety of sheltered protocols to support the presentation of academic content in order to make it comprehensible to English Learners. Specific approaches include: using caretaker language, applying non-verbal gestures and expressions, building prior knowledge, pre-teaching necessary vocabulary, emphasizing critical information, demonstrating concepts, applying graphic organizers and manipulatives and implementing frequent checks for understanding.
- Collaborate with external providers to implement a specific scientifically-based intervention model or programs designed for English Learners such as Sheltered Instruction Observation Protocol (SIOP), The Cognitive Academic Language Learning Approach (CALLA), Expediting Comprehension for English Language Learners (ExC-ELL) or Quality Teaching for English Learners (QTEL).

As a result of ESEA Flexibility, the WVDE Offices of Federal Programs and Special Programs will revise the state's Consolidated Application for ESEA/IDEA funding to facilitate appropriate prioritization of funding and staff to support school improvement efforts in Focus schools. Districts with identified Priority Schools will allocate appropriate Title I and Title II, and other resources to support the improvement activities of these schools. Districts with Focus Schools will allocate appropriate ESEA, IDEA and other resources to support appropriate Focus School interventions. As ESEA and IDEA budget planning for the 2013-14 began in December 2012, LEAs have made the necessary personnel provisions to apply flexible staffing patterns to address the needs of Focus schools.

Districts with both Priority and Focus Schools will receive technical support to allocate available resources in the most effective and efficient manner to serve the varied needs of their schools. The WVDE Office of Federal Programs will utilize ESEA 1003(a) and Title II State Activity funding, if available and appropriate, to assist districts in meeting the balance of needs through discretionary grants to districts most in need of providing supports to Title I Priority and Focus Schools (ESEA 1003(a)) as well as non-Title I schools (with Title II funds).

Through this request for flexibility, the LEA may redirect the time and resources currently dedicated to implement, maintain, and monitor the School Choice and SES programs to provide more support to help *Focus* schools implement selected interventions. The LEA Title I funds set aside for School Choice, SES, and professional development may be redirected to fund the additional support required from the RESA and

other external partners to support activities outlined in Table 2.23 Subgroup Interventions for Title I *Priority* (where applicable) and *Focus* Schools. The WVDE is not setting an exact percentage for Title I Priority and Focus set-aside funding; the Office of Federal Programs will collaborate with each LEA to determine an adequate amount of set-aside to support the needs of their Title I Priority and Focus schools. Sub-group needs wills be identified through a targeted diagnostic. Set-aside funding will be used to support the professional development related to programs listed in table 2.23 Subgroup Interventions. If annual progress reviews determine that additional resources are needed, the RESA and state level FAST will make recommendations to the WVBE to redirect funds to increase the level of support to address specific needs. The WVDE will consider the number of *Focus* schools within each RESA and may provide additional resources as needed to assure that RESAs can provide the necessary support.

Intensified Interventions for Focus Schools not Exiting Status:

Upon review of 2016 assessment data, those schools re-identified as Focus schools will enter into the Focus Intensive Intervention Phase (FIIP). Through this process the school will receive increased monitoring and technical assistance that will be documented in a new MOU. Specific interventions will be determined by the West Virginia Department of Education. This will be achieved primarily through ESEA and IDEA oversight process because of the identified subgroup performance concerns are primarily concentrated within the Low SES and SWD subgroups. The FIIP may include, but is not limited to the following:

- Escalating oversight and monitoring through ESEA and IDEA monitoring.
- Identifying and directing the implementation of specific interventions that target the subgroup concern.
- Intensifying RESA and LEA capacity-building efforts inclusive of aligning coordination of focus, engaging with school- embedded professional development and continuous monitoring.
- Increasing availability of resources through prioritization of ESEA and IDEA funding inclusive of SEA direction of the use of such funds.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

EXIT CRITERIA FOR *FOCUS* SCHOOLS

Focus schools will receive RESA and LEA support for up to three years. To exit *Focus* status, a school must meet both of the following criteria for the two most recent years:

1. A school is no longer among the 10% of Title I schools with the largest subgroup gaps as a result of sufficient subgroup improvement, and;
2. A school meets their subgroup proficiency AMOs for those subgroups that contribute to a school's achievement gap.

These schools will be subject to review of subgroup gaps and WVAI scores by the ESEA School Review Committee, which will include members from the Committee of Practitioners, district assessment coordinators, and accountability representatives from state agencies, to ensure these schools should be removed from the Focus school list.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Table 2.24. Reward, Priority, and Focus Schools

See Page 226					
See Page 491 for Updated School Lists (March 2015)					

Total # of Title I schools in the State: **350**

Total # of Title I-participating high schools in the State with graduation rates less than 60%: **0**

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school Priority School Criteria: **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	Focus School Criteria: **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve2 student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The WVDE's differentiated recognition, accountability, and support system, as outlined in Table 2.12, is designed to provide incentives and support to other Title I schools that are not making progress with the goals of improving student achievement and narrowing achievement gaps by utilizing a consistent framework for school improvement with differentiation of support source and intensity. All *Transition* and *Support* schools (Title I and non-Title I) will complete an Extended Strategic Plan and their LEA will include appropriate supports for these schools in the LEA's Consolidated ESEA/IDEA Application. These prescribed on-line planning documents follow the continuous school improvement process and provide the initial guidance/support for school improvement.

Each LEA will be held accountable for providing appropriate support for all *Transition* and *Support* Title I schools through their existing Title I, Part A program beginning with the 2013-2014 school year. The local board of education will also hold the LEA accountable for improvement of all *Transition* and *Support* schools through an annual review of progress. A local board of education can direct specific improvement processes or redirect local resources to assure that improvement efforts are given proper support by the LEA.

The LEAs will facilitate improvement processes consistent with the processes articulated for *Priority* and *Focus* schools. The LEAs may enlist the assistance of their RESAs and other external providers to fulfill this responsibility. The West Virginia Board of Education has declared school improvement a major aspect of the RESA mission and applies this directive to all schools regardless of Title I status. All materials and resources developed by the WVDE and RESA to support *Priority* and *Focus* schools will be made available to all *Transition* and *Support* schools by the WVDE.

Appropriate interventions will be identified with the assistance of the LEA and RESAs to address each school's subgroup-specific needs. Based on feedback from relevant partners, each school leadership team, with assistance from the LEA and RESA, will develop action steps within their Extended Strategic Plan to address any subgroup-specific gaps. The revised school plans will establish goals for decreasing gaps and outline specific interventions where applicable.

The WVDE, RESA, LEA staff will provide targeted technical assistance and job-embedded professional development based on any subgroup-specific needs, with a focus on students with disabilities and English language learners. Examples of professional development provided by the WVDE and RESAs include: Workshops that target students with disabilities

- Support for Personalized Learning (SPL) - One day training module during which school and district teams (elementary, middle, high) understand the components of the SPL framework, examine practices, establish priorities and set goals for improvement.
- Using Differentiated Instruction to Implement the WV Next Generation Content Standards and Objectives - One day training module in which special and general education teachers make connections between differentiated curriculum, instruction and the Next Generation Standards and Objectives.
- Accessing the WV Next Generation Standards and Objectives for Students with Disabilities: Support for Specially Designed Instruction (SSDI) - Two day training module in which special education teachers and principals will understand and apply key instructional shifts required of the CCSS and understand how to

use instructional materials and assessments to make content accessible to all learners and develop meaningful standards-based IEPs.

Strategies that target ELLs:

- Intensify the variety of sheltered protocols to support the presentation of academic content in order to make it comprehensible to English Learners. Specific approaches include: using caretaker language, applying non-verbal gestures and expressions, building prior knowledge, pre-teaching necessary vocabulary, emphasizing critical information, demonstrating concepts, applying graphic organizers and manipulatives and implementing frequent checks for understanding.
- Collaborate with external providers to implement a specific scientifically-based intervention model or programs designed for English Learners such as Sheltered Instruction Observation Protocol (SIOP), The Cognitive Academic Language Learning Approach (CALLA), Expediting Comprehension for English Language Learners (ExC-ELL) or Quality Teaching for English Learners (QTEL).

As a result of ESEA Flexibility, the WVDE Offices of Federal Programs and Special Programs will revise the state's Consolidated Application for ESEA/IDEA funding to facilitate appropriate prioritization of funding and staff to support school improvement efforts in all schools. As ESEA and IDEA budget planning for the 2013-14 began in December 2012, LEAs have made the necessary personnel provisions to apply flexible staffing patterns to address the needs of *Support* and, when possible, *Transition* schools to the extent that their resources can meet the varied demands of their schools.

Through this request for flexibility, the LEA may redirect the time and resources currently dedicated to implement, maintain, and monitor the School Choice and SES programs to provide more support to help Title I *Priority, Focus, and Support* schools implement selected interventions. The LEA Title I funds set aside for School Choice, SES, and professional development may be redirected to fund the additional support required from the RESA and other external partners to support Title I *Priority and Focus, and Support* schools. The WVDE will consider the number of *Priority* and *Focus, and Support* schools within each RESA and may provide additional resources as needed to ensure that RESAs can provide the necessary support.

The identified subgroup interventions for low-achievement and dropout prevention will be applied to all at-risk Title I schools missing AMOs or graduation rate targets. Beginning with federal FY16 funding, the LEA Consolidated ESEA Application will require LEA's to commit support and resources to the implementation of these interventions.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

BUILDING SEA, LEA AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

The WVDE's differentiated recognition, accountability and support system, articulated in Table 2.12, will support all schools in their efforts to improve student achievement. The WVDE will continue to support the state's lowest-performing schools by building state, regional and local capacity to implement the West Virginia Frameworks for School Improvement (described in 2D and 2E). The WVDE and LEAs will braid federal, state, regional and local resources to accomplish this goal.

The WVDE will support LEA school improvement capacity building through LEA leadership team professional development activities. These activities will be patterned after the leadership support provided to LEAs with Title I SIG(g) schools by the WVDE and RESAs since 2010. The focus of this work has been the development and implementation of the LEA School Improvement Leadership Academy, an academy designed to build and enhance LEA capacity to lead school improvement at the building level. This opportunity specifically addresses West Virginia's major need to build LEA capacity to lead school improvement at the school level. Building this capacity will have a significant impact on all schools and overall student achievement.

While not implementing a separate LEA School Improvement Leadership Academy, WVDE provided the opportunity for each LEA and RESA to participate in the Priority School Leadership Team Conferences (2 per year). Targeted sessions were provided within each conference to build LEA and RESA capacity to support conference-related activities within their own struggling schools. In addition, the WVDE Office of School Improvement published and distributed the School Improvement Technical Assistance Manual to all LEA's as a guide for continuous improvement.

LEAs may also utilize external providers to assist in capacity building for school improvement. The WVDE will continue to implement an annual External Provider Approval Process. Through this process the WVDE will solicit applications from external providers which will be reviewed for qualifications, credibility, outcome evidence and scope of service. From this process, a listing of approved External Providers will be provided to the LEAs. If an LEA allocates ESEA funding for external providers, they must choose from the approved list or provide a justification including the appropriate application information from the desired external provider. Each LEA utilizing an External Partner must submit an annual review to the SEA based on the supporting partners' work in the identified schools. This process will ensure that LEAs receive high quality consultation.

In addition to the supports described above, the WVDE's ESEA consolidated monitoring protocols will be revised for 2013-14 to focus on the principles of the ESEA Flexibility Request and to highlight performance outcomes. The monitoring schedule will be adjusted to focus more on desk audits for fiscal/compliance issues with all LEAs. More ESEA monitoring time will be spent with Title I schools not making progress and the protocol for these visits will facilitate collaborative technical assistance relationships to support LEAs and schools in achieving AMOs. In response to recommendations from the U.S. Department of Education ESEA Flexibility Monitoring Report, West Virginia will revise the monitoring template for schools to more directly address the High Quality School Standards and USDE Turnaround Principles.

The LEAs will be held accountable for improving school and student performance in all *Priority*, *Focus*, *Support* and *Transition* schools. The ESEA Consolidated Plans and monitoring process will be used to assure that the appropriate supports are provided to schools in these categories. In addition, all LEAs will be held accountable for school and student performance through the state's Educational Performance Accountability process, which is codified in state statute 18-2E-5: *Process for Improving Education: Performance Based Accreditation System*. The WVBE oversees this accountability system with regular oversight from the state legislature.

LEA's will be held accountable for school performance through a specific set of consequences as defined in *WVBE Policy 2320 A Process for Improving Education: Performance Based Accreditation System*. Any school with a performance grade below a C or any school system not operating at Full Approval is considered below standard and is subject to intervention, support, and/or consequences identified by the WVBE.

Schools with a D Performance Grade. Any school with a D performance grade is operating below acceptable standard. Schools with this performance grade will receive additional supports and monitoring by the county board of education. If performance does not improve, other actions and consequences may ensue. The county board of education, through the county superintendent or designee, has the responsibility to work with all schools with a D performance grade to improve student performance. The county superintendent or designee must exercise the following:

- Determine Root Causes
- Determine Improvements, Professional Development, and Support.
- Modify the School Strategic Plan and Monitor Progress.
- Evaluate Results.
- External Supports

Schools with Two Consecutive D Performance Grades. Upon receipt of the second consecutive D grade, the school system must determine if existing school system supports and interventions, given more time, will be effective in improving student performance. If the school system determines that unacceptable improvement has occurred, then other interventions must ensue. The county superintendent or designee must identify external supports and/or target additional resources to the school. This process may involve utilizing external experts and/or resources (1) to evaluate why the practices and processes used by the school failed to affect results and (2) to determine how direct intervention will be used to improve performance.

Schools with Three Consecutive D Performance Grades. Upon receipt of the third consecutive D performance grade, the county board of education through the county superintendent will report a summary of actions, plans, and recommendations to the WVBE. The WVBE will determine one of the following: (1) extend the timeline if viable improvements in conditions and/or acceptable annual improvement in school performance have occurred, (2) declare extraordinary circumstances exist and intervene directly or indirectly in the operation of the school when decline or unacceptable annual improvement is evidenced, or (3) take other such actions appropriate to the unique circumstances of the school. In determining acceptable annual improvement in school performance, the WVBE will use metrics described in the WVAS. These metrics set a trajectory for growth based on overall school performance.

Schools with an F Performance Grade. Any school with an F performance grade is operating at the lowest level of student performance. Schools with this level of performance must receive immediate, direct, and intensive intervention and support by the county board of education and/or technical assistance providers acting in cooperation with the county board of education. If performance does not improve, other actions and consequences may ensue. The county superintendent or designee must address through specific interventions and support.

Schools with Two Consecutive F Performance Grades. Upon receipt of the second consecutive F performance grade, if the school has made less than acceptable annual improvement in student performance as measured by the WVAS, other actions must ensue. After two consecutive F performance ratings, the county board of education through the county superintendent will report a summary of actions, plans, and recommendations to the WVBE. The WVBE will determine one of the following: (1) extend the timeline if viable improvements in conditions and/or acceptable annual improvement in school performance have occurred, (2) declare extraordinary circumstance exist and intervene directly or indirectly in the operation of the school when decline or unacceptable annual improvement is evidenced, or (3) take other such actions appropriate to the unique circumstances of the school. In determining acceptable annual improvement in school performance, the WVBE will use metrics described in the WVAS. These metrics set a trajectory for growth based on overall school performance.

The WVBE may (1) appoint monitors and/or support teams to work with the principal and staff of the school where extraordinary circumstances exist or (2) appoint monitors to assist the school principal after intervention in the operation of a school is completed.

The WVBE may direct a county board of education to target resources to assist a school where extraordinary circumstances are found to exist.

The WVBE may intervene directly in the operation of a school and declare the position of principal vacant and assign a principal for the school who will serve at the will and pleasure of the WVBE. If the principal who was removed elects not to remain an employee of the county board of education, then the principal assigned by the WVBE shall be paid by the county board. If the principal who was removed elects to remain an employee of the county board of education, then the following procedure applies: (1) the principal assigned by the WVBE shall be paid by the WVBE until the next school term, at which time the principal assigned by the WVBE shall be paid by the county board of education; (2) 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 W. Va. Code §18A-2-7, or by being placed on the preferred recall list in accordance with W. Va. Code §18A-4-7; and (3) the principal who was removed shall be paid by the county board of education and may be assigned to administrative duties, without the county board of education being required to post that position until the end of the school term; and (4) such other powers and actions the WVBE determines necessary to fulfill its duties of general supervision of the schools and school systems of West Virginia.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

INTRODUCTION AND BACKGROUND

At the close of the 2012 legislative session, West Virginia Governor Earl Ray Tomblin signed House Bill (HB) 4236, requiring the implementation of a uniform statewide educator evaluation system that includes student learning as an indicator among extensive measures of educator performance. The legislation, which the governor requested during his State of the State address, was approved by overwhelming majorities in both chambers of the legislature. The bill's content, as reflected in West Virginia State Code §18A-3C-2 (Performance Evaluations of Professional Personnel), specifies that school-wide student learning growth, as measured by summative assessment data, must be employed as an evaluative measure for teachers and principals. West Virginia's educator evaluation system sets clear expectations for all students to achieve at high levels by recognizing student growth in a variety of classrooms across diverse social and academic contexts. West Virginia State Code §18A-3C-2 stipulates that all teachers, counselors, principals and assistant principals must be formally evaluated at least once annually. All educators may receive interim evaluative feedback related to classroom performance at designated intervals.

The new law requires that the West Virginia Board of Education (WVBE) establish policies to ensure that the comprehensive educator evaluation system is fully implemented in all 55 counties beginning in 2013-2014. The WVBE reports regularly on the progress of this effort to the Legislative Oversight Commission on Education Accountability. In 2012-2013, the West Virginia Department of Education (WVDE), in cooperation with the West Virginia Center for Professional Development, a statewide scale-up of the revised evaluation system with a select number of demonstration schools from each of the 55 counties as well as one school representing institutional education programs and one school representing career and technical education. In accordance with state law, all 55 West Virginia counties implemented the new evaluation system during the 2013-2014 school year.

THE INVOLVEMENT OF TEACHERS AND PRINCIPALS IN THE DEVELOPMENT OF EVALUATION GUIDELINES

In 2007, the WVBE and the state superintendent directed the work to develop new teaching standards. The new standards, which align with the state's teaching and learning initiative, were approved as part of the WVBE Policy 5100 in April 2009 [see Appendix 3-1]. A broad group of stakeholders, including WVBE members, teachers, teacher organization leaders, institutions of higher education (IHEs) representatives, county and building administrators, and legislative liaisons were involved in the revision process. These stakeholders became known as the Teacher Evaluation Task Force.

The work of national experts including Charlotte Danielson and Linda Darling-Hammond provided the foundation for the development of these teacher standards, and Charlotte Danielson served as a consultant during the development of the associated rubrics. The West Virginia Professional Teaching Standards are performance-based, measurable, focused on improving student achievement, and have four performance levels each with their own set of rubrics (distinguished, accomplished, emerging, unsatisfactory) [see Appendix 3-2]. For each of the five standards – Curriculum and Planning, The Learner and the Learning Environment, Teaching, Professional Responsibilities for Self-Renewal, and Professional Responsibilities for School and Community – critical standard elements clearly define what educators must know and do and provide precise measures of standards in practice during the evaluation process.

Teachers and principals were directly involved in developing the revised educator evaluation standards; this work was coordinated by the WVDE's Office of Professional Preparation and Office of School Improvement through multiple meetings of the Teacher Evaluation Task Force (see below). The scope of work was sequenced across three work groups of representative stakeholders, including teachers and principals as well as the leadership of teacher and administrative organizations, who were also members of the Teacher Evaluation Task Force. The Appalachian Regional Comprehensive Center provided extensive, ongoing technical assistance to support the work of the task force and its three work groups.

Teacher Evaluation Task Force

This task force began to explore requirements for the revised system in fall 2010, when Dr. Laura Goe of the National Comprehensive Center for Teacher Quality addressed the group and presented current research related to teacher effectiveness. Task force members considered the various purposes of evaluating teachers and how different measures could be appropriate. The work group began aligning evaluation measures with the West Virginia Professional Teaching Standards and identifying critical standard elements with technical assistance from the Educational Testing Service. The work group also established a multiyear timeline for developing and deploying a new evaluation system. For more details about the new standards, see the section titled "*Revised Educator Evaluation Systems for Continual Improvement of Instruction.*"

In October 2010, Dr. Linda Darling-Hammond, the Charles E. Ducommon Professor of Education at Stanford University, gave a presentation to the task force entitled "Developing and Assessing Teacher Effectiveness: Launching an Extreme Makeover of Teacher Evaluation." This presentation provided the group with an intellectual framework for examining teacher performance using standards-based measures focused on professional practice, teacher decision making, and student work. The Appalachian Regional Comprehensive Center also provided technical assistance in rubric development for critical standard elements and facilitated access to national experts.

The Teacher Evaluation Task Force reconvened during spring 2011 and designed a comprehensive teacher evaluation system, which includes extensive, detailed rubrics. The task force also created measures that incorporate student learning as a significant outcome of effective teacher performance. Dr. James Stronge, Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, guided the development of the student learning rubric and the framework for student learning goals. Dr. Stronge's research focuses on how to identify and enhance teacher effectiveness. He worked with the task force with sponsorship by the Appalachian Regional Comprehensive Center.

On July 13, 2011, the WVBE authorized a pilot of the revised teacher evaluation system by waiving an established evaluation policy for 25 schools [see Appendix 3-4]. Twenty of the 25 pilot schools were identified through the School Improvement Grant (SIG) program with the other five schools volunteering to participate—but based on WVDE-developed selection criteria. The pilot, implemented during 2011-12, helped to ensure high-quality instruction that focuses on increased student achievement and that encourages continuous growth and improvement over time. The pilot brought to fruition the task force's mission of West Virginia having a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness. The WVBE ~~recently~~ approved another waiver of Policy 5310 to allow an additional set of approximately 110 additional demonstration sites to expand the educator evaluation pilot during the 2012-2013 school year. Study results are available here.

On June 14, 2013, a revised Policy 5310 went into effect which called for the expanded use of student state summative assessment data within the evaluation of state educators. Revised policy stated that beginning in 2014-2015, for educators who teach in the tested grades of fourth through eleventh, and teach the subjects of Mathematics or Reading / English Language Arts (for which two consecutive years of summative assessment data is available), the fifteen (15) percent portion of the educator's evaluation shall be established from a student growth percentile based upon the statewide summative assessment results of their students. The guidelines for calculating the student growth percentile at the classroom level were developed during the 2013-2014 school year with the assistance of the Educator Evaluation Taskforce and are available here.

From August of 2013 to May of 2014, the West Virginia Department of Education (WVDE) implemented an Email communications campaign, referred to within WVDE as the Educator Evaluation Broadcast Emails. These emails were distributed to county-level administrators, school-level administrators, classroom teachers, and school counselors via specially constructed email listservs on a monthly or 'as needed' basis. The purpose of the Educator Evaluation Broadcast Emails was to keep all educators informed of evaluation related procedures and timelines during the 2013-2014 school year (the first year of full-state evaluation system implementation). Archived 2013-2014 emails are available here.

Additionally, in March of 2013 the West Virginia Department of Education (WVDE) established a Twitter account (@wvedeval) specifically for Educator Evaluation communication purposes.

In November of 2013, the West Virginia Department of Education (WVDE) published ESEA Flexibility Waiver (Principle 3) Guidance Documents specific to the West Virginia Educator Evaluation System. These guidance documents provide educators information and assistance on every aspect of the evaluation system and are available here.

In December of 2013, the West Virginia Department of Education (WVDE) initiated conversations with the Battelle for Kids Organization (BFK) in efforts to provide Roster Verification services and support to the educators of West Virginia, beginning with the 2014-2015 school year. Roster Verification was identified as a critical need area for the 2014-2015 school year. A tool was needed which has the capacity to link classroom teachers directly to the students they instruct. Roster Verification through BFK empowers classroom teachers to verify their student rosters and claim responsibility for the growth of the students they instruct. Such a tool is vital to ensure classroom teachers are correctly linked to their students for educator evaluation purposes.

On January 27, 2014 the WV Educator Evaluation Taskforce was re-convened. The taskforce was brought up-to-date on the West Virginia Department of Education's (WVDE) intention of utilizing Battelle for Kids (BFK) for Roster Verification purposes. WVDE presented information regarding the need for a Student-Teacher Data Link in West Virginia, summative assessment testing options for Career and Technical settings, and Teacher of Record information. The agenda and presentation utilized are available for review.

During April and May, 2014, the West Virginia Department of Education (WVDE) conducted a ten (10) school pilot of the Battelle for Kids (BFK) Roster Verification system. WVDE sought the participation of elementary schools, middle schools, high schools, and one career and technical institution to participate in the pilot. WVDE and BFK trained pilot school administrators and other regional support personnel on the Roster Verification system during two separate trainings in late March and early April, 2014. The pilot participant roster is available here.

At the conclusion of the 2013-2014 school year, the West Virginia Department of Education (WVDE) conducted a study to understand the implications of the weights and calculations applied to the results data contained in the annual evaluations of state classroom teachers. The findings of this study indicated there is a more optimal way to configure the components within the Educator Evaluation system to ensure all teachers receive a summative evaluation rating which most accurately reflects their effectiveness in the classroom. The WVDE will perform further examinations of full state-wide evaluation data from the 2013-2014 school year during the fall of 2014 and spring of 2015.

On July 9, 2014, the West Virginia State Board of Education (WVBE) convened for approval of a revised Policy 5310. As a result of this revision, for the 2014-2015 school year, fifteen (15) percent of the evaluation of all educators shall be based upon student growth as measured by two (2) student learning goals. Progress toward meeting the two (2) student learning goals shall be measured using formal and/or teacher-created assessments. For the purpose of the student learning goals, teachers may use formal assessments, including but not limited to the following state provided assessments and/or state approved assessments: State summative assessment (previously WESTEST 2 for Reading and Math); Acuity, WV Writes, ACT Plan/Explore, Compass, Dynamic Learning Maps (DLM) and Carnegie Learning. For the 2014-2015 school year, the West Virginia Department of Education alternatively will analyze the student growth determined by the statewide summative assessment results as a component of evaluating educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available). For the purposes of this alternative analysis, the results will replace the fifteen (15) percent of the total evaluation. The alternative evaluation results will be for illustrative purposes only.

Beginning in the 2015-2016 school year, for educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available), student growth shall be determined by the statewide summative assessment results as measured between two points in time. For all other educators, progress toward meeting the two (2) student learning goals shall be measured using formal and/or teacher-created assessments.

Beginning in September, 2014, the West Virginia Department of Education (WVDE) re-instituted the Educator Evaluation Broadcast Emails. These emails are distributed to county-level administrators, school-level administrators, classroom teachers, and school counselors via specially constructed email listservs on a monthly or 'as needed' basis. The purpose of the Educator Evaluation Broadcast Emails was to keep all educators informed of evaluation related procedures and timelines during the 2014-2015 school year.

During September and October, 2014, the West Virginia Department of Education (WVDE) and the Battelle for Kids Organization (BFK) conducted four regional trainings on the Roster Verification system. A video recording of one of the training sessions is publically available for viewing here. During the spring 2015 semester, teachers will complete a roster verification process to link teachers and students appropriately. The verified rosters will be utilized to link evaluators to the relevant student growth results in the fall of 2016.

Principal Evaluation Task Force

In fall 2009, parallel to the design of new teacher standards, another stakeholder group, the West Virginia Collaborative for Leadership Development and Support, developed new leader standards. These new standards serve as a policy framework for developing, supporting, and focusing West Virginia leaders on creating school conditions that prepare all students for the 21st century. Appendix 3-4 provides an executive summary of this plan for improving teacher and principal leadership in West Virginia.

The WVDE's Office of School Improvement facilitated the Principal Evaluation Task Force, comprising principals and teachers, to design a revised evaluation system for school leaders. The resulting system, modeled after the new teacher evaluation system, evaluates principals and assistant principals using standards-based measures that include measures of student learning growth in the same manner prescribed for teachers. It includes nine standards plus a student learning standard and a standard associated with professional conduct. The initial nine standards used in the evaluation of school principals have been established in West Virginia State Policy 5800. Consistent and high-quality evaluations of school principals on these nine standards are assured through the state-wide use of the Principal Evaluation Rubric. Both the teacher and principal evaluation systems use the same rubric to evaluate educator performance related to student growth. The Principal Evaluation Task Force initiated its work in May 2011 and merged with the Teacher Evaluation Task Force in spring 2012 to form a single, combined Educator Evaluation Task Force—following passage of HB 4236.

The new leader evaluation standards have served as starting basis for another stakeholder group representing the six IHEs in West Virginia that offer leadership preparation programs for principals. This group met in March and April 2012 to devise revised standards for leadership preparation programs. It incorporated the new leader standards with those established by the Educational Leadership Constituent Council of the National Policy Board for Educational Administration to ensure compliance with both national accreditation standards and state-based approval standards for the six leadership programs.

The 20 IHEs in West Virginia with teacher education programs have already realigned their programs to the West Virginia Professional Teaching Standards. The six institutions that prepare principals will undergo a similar re-approval process, pending the approval of the revised leadership program standards.

As a result of the Governor's charge to the West Virginia Board of Education to reform Educator Preparation programs in WV, the WVBOE began a course to adopt a sole national accreditor with rigorous standards based on best practices and candidate outputs of its approved preparation programs. This newly-charted course included finalizing the revision of the WV Leadership Standards. In order to align with the soon-to-be adopted accreditation standards by the national accreditor, which include the accreditation of Leadership preparation programs, the work of the Leadership taskforce was delayed. Such delay was a result of the pending merger of

the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) into the Council for the Accreditation of Educator Preparation (CAEP). The merger was proposed to take effect in 2012; however, it did not occur until July 1, 2013. After the merger was approved, CAEP adopted its new standards on August 29, 2013.

In addition to the merger of accrediting agencies, the Imagine West Virginia (Imagine WV) board authorized an inquiry on July 18, 2013 regarding school leadership, having recognized that the school principal has a unique opportunity to affect quality teaching. The inquiry resulted in a report to the board which called for a new role and new standards for the position, high-quality training, and investigation of policies that impede or support reform of school leadership. Imagine West Virginia Education Study: A Report on the need to Improve Leadership in West Virginia Schools, September 2013 provided additional considerations for the West Virginia Department of Education and the West Virginia Board of Education as they develop leadership standards. The thought was that these reforms are entirely complementary of the efforts of the WVBE to improve teacher quality.

According to the 2009 report, West Virginia has five institutions with programs in school leadership: Salem International University, Marshall University, Concord University, West Virginia University, and American Public University. Of these, only CU, MU and WVU undergo accreditation with the National Council for Accreditation of Teacher Education (NCATE). The remaining two receive program accreditation through the state Department of Education. All West Virginia institutions offering school leadership programs should be accredited with NCATE.

During the 2013-14 year, the WVBE, through the work of the High Quality Educator committee, explored necessary revisions to WVBE Policy 5100, as well as the impact of adopting the CAEP standards for all WV institutions with educator and leadership preparation programs. On June 11, 2014, the West Virginia Board of Education formally entered an agreement with CAEP and officially adopted the CAEP Standards. Additionally, the West Virginia Board of Education invited the public to comment on the *Recommendations for Transforming School Leadership in West Virginia* as submitted to the West Virginia Board of Education by Imagine WV. This public comment period was intended to provide a starting point for deeper deliberation and stakeholder input.

Simultaneously, the Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA) has led an effort to refresh the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Standards. The 2014 Draft ISLLC Refresh Standards reflect research-based evidence and experience gained since the last update of the standards in 2008 and insights from education leaders on what good practice looks like today. The standards detail the leadership skills and knowledge effective district and school leaders need in order to influence teaching and student learning.

Once the ISLLC Refresh Standards are in place, and upon an analysis of the Stakeholder feedback regarding the Imagine WV report, the WVBE will finalize the revision of the WV leadership standards. This will result in a re-approval process of all six (6) leadership preparation programs prior to 2017.

The West Virginia Board of Education received grants from the National Governors Association (NGA) and National Association School Boards of Education (NASBE) to reform leadership preparation programs and redefine leadership in West Virginia. Stakeholders will convene in March 2015 to begin this work. The impact of this leadership reform will be incorporated into both the teacher and principal evaluation systems.

The West Virginia Department of Education (WVDE) continues to work closely with its sister agency, the West Virginia Center for Professional Development (WVCPD), to provide training and professional development opportunities to the principals and assistant principals in West Virginia. The WVCPD is an agency under the jurisdiction of the West Virginia Department of Education and the Arts, and is charged with the creation and implementation of professional development opportunities for principals and assistant principals. School administrators who conduct evaluations of classroom teachers in the school buildings must first complete the Evaluation Leadership Institute (ELI) training through the WVCPD. Each year, educators new to school administration are trained on the Educator Evaluation policy (5310), evaluation procedures, and online evaluation system. As part of the current ELI training for school administrators, educators are trained

on conducting classroom observations utilizing the West Virginia Professional Teaching Standards. Additionally, new administrators receive training on recognizing teacher-created student learning goals which meet the requirements of evaluation policy; the goals must be 1) Rigorous, 2) Comparable across classrooms, and 3) Utilize appropriate assessments at two points in time in order to measure student growth within a given goal.

Through the WV Association of School Administrators (WVASA), the WVDE will provide training and support to district superintendents and associate/assistant superintendents responsible for evaluating school level administrators. A WVDE representative will communicate monthly agenda items to the WVASA. Additionally, the WVDE will utilize school satisfaction surveys to monitor the leadership capacity building efforts as identified in the principal evaluation system.

The WVDE School Improvement Model, detailed in Section 2.A.i of Principle 2, is leveraged as a means of developing the leadership capacity of teachers and school level administrators. The WVDE school improvement model has been successfully implemented in School Improvement Grant (SIG) 1003(g) and Tier schools since 2010. Staff from the WVDE Office of School Improvement have experience in working with the state's 20 SIG schools to implement each of the seven turnaround principles, as necessary. The model supports LEAs and their schools in selecting and implementing interventions to improve student achievement. The WVDE's Office of School Improvement provides sustained support for *Priority* schools. One of the focus point for School Improvement staff when working with *Priority* schools is the development of teacher and leader effectiveness. Staff assigned to *Priority* schools analyze student performance data as well as Evaluation System data to provide technical assistance to the school's leadership.

Table 3.1 provides an overview of activities completed to date which supported the development of West Virginia's revised teacher and leader evaluation systems.

Table 3.1. Activities Completed to Date Supporting the Development of West Virginia's Revised Teacher and Leader Evaluation Systems

Timeline	Activities	Responsible Parties
2010-11	*Alignment:* Methods were reviewed for alignment of the current state policy for personnel evaluation with the new standards; changes were recommended.	Teacher and Leader Task Force, WVDE, technical experts **Table 3.1. Completed Activities for Reforming Teacher and Leader Evaluation System**
	Teacher and leader standard roll-out: The WVDE disseminated information about the revised standards using the following methods: (1) regional meetings, (2) webcasts/webinars; and/or (3) virtual meetings.	Teacher and Leader Task Force, WVDE, technical experts
	Revisions to the teacher evaluation/observation form/process: The form and process were revised to align with the new teacher standards—they will continue to evolve until full implementation.	Teacher and Leader Task Force, WVDE, technical experts
	Review of research and best practices; reform of the teacher and leader performance assessment system: To enhance the current teacher and principal performance assessment system, task force members heard from experts and practitioners in the field regarding examples of performance- based assessment systems; West Virginia's goal was to establish a performance-assessment system in which the evaluation component is rooted in self-reflection, student learning goal setting, and administrator review. Based on a	Teacher and Leader Task Force, WVDE, technical experts

	review of research and best practices, the task forces recommended revised teacher and principal performance assessment systems—rooted in the new teacher and leader standards—and indicator rubrics. These recommended performance evaluation systems were based on multiple components, such as evaluation/observation measures, a multiple-measure student growth model (as a significant factor), and other measures.	
	• *Evidence and artifacts:* Task force members reviewed examples of evidence or artifacts of observable teacher and leader behavior that are utilized in the revised teacher and leader evaluation system. These approved examples became the basis for how evaluators would measure observable instances of behavior outlined in the new standards. The task force will continue to review and recommend evidence and artifacts for this purpose until full implementation.	• Technical experts/researchers, WVDE, task forces
2011-2012	• *Progressive scale-up:* The revised educator evaluation system was piloted in 20 SIG schools and in five additional schools with a majority of faculty support to implement the revised teacher and principal performance-assessment system in twelve of fifty-five districts statewide.	• Participants in 20 SIG schools and five non-SIG volunteer schools, task forces, WVDE, and technical experts
	• *WVEIS Online Educator Evaluation System*: This was developed as the primary mechanism for teachers and principals to input important and reliable data about their self-assessments, student learning goals, observation data, and evidence to inform their performances and the overall evaluation process. This online system allows for timely and constructive feedback and identifies areas for improving instruction or for targeting professional development.	• WVDE offices of Information Systems, Assessment, Professional Preparation, Research, technical experts
	• *Technical Assistance:* All pilot schools received technical assistance and professional development from consultants and technical experts, who shared their experiences and learnings with the teacher/leader evaluation task forces three times during the implementation period.	• Technical experts, WVDE Office of Professional Preparation, Research, task forces
	• *Evaluation study:* This formal research study was	• Office of Research, West

	conducted to track results of survey feedback from all pilot participants and implementation results from the online platform.	Virginia Department of Education, Technical experts
	• *Communication:* To make the design and implementation of the revised evaluation systems more transparent, West Virginia instituted a comprehensive communication plan that relies on one or more of the following methods: (1) regular presentations and updates given to the WVBE, (2) regular weekly updates sent to all district superintendents and principals, and (3) presentations regarding the evaluation pilot given at various state-level and regional conferences.	• Teacher and Leader Task Force; WVDE; representatives from pilot schools, districts, and Regional Education Service Agencies
2012-2014	• Revised Policy 5310 approved by WVBOE – On June 14, 2013, the West Virginia State Board of Education adopted revisions to Policy 5310 which call for the expanded use of student achievement/growth data within educator evaluations.	• Educator Evaluation Taskforce; WVDE; WVBOE
	• Battelle for Kids Organization contacted to establish Roster Verification system in West Virginia - WVDE identified the need for a Roster Verification system to support the impending expanded use of student achievement data as part of the Educator Evaluation system.	• WVDE; Battelle for Kids Organization
	• Educator Evaluation Taskforce convenes to discuss updates – On January 27, 2014, the Educator Evaluation Taskforce convened to discuss the implementation of the Roster Verification system, summative testing for CTE courses, and Teacher of Record definitions.	• WVDE; Educator Evaluation Taskforce
	• WVDE and Battelle for Kids pilot the new Roster Verification system – In April and May of 2014, approximately ten (10) public schools in West Virginia piloted the roster verification system.	• WVDE; Battelle for Kids; Participating Pilot Schools.

2014-2015	• WVBOE adopts current version of Policy 5310 – On July 9, 2014, the West Virginia State Board of Education adopted the current version of Policy 5310. For the 2014-2015 school year, fifteen (15) percent of the evaluation of all educators shall be based upon student growth as measured by two (2) student learning goals. Progress toward meeting the two (2) student learning goals shall be measured using formal and/or teacher-created assessments. For the 2014-2015 school year, the West Virginia Department of Education alternatively will analyze the student growth determined by the statewide summative assessment results as a component of evaluating educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available). For the purposes of this alternative analysis, the results will replace the fifteen (15) percent of the total evaluation. The alternative evaluation results will be for illustrative purposes only. • WVBOE/WVDE partner with an online professional development provider, to make available relevant professional development to teachers and school leaders across the state. Professional development modules offered through this provider have been aligned to the West Virginia Professional Teaching Standards to ensure that completed PD is relevant and impacts professional practice. During the 2014-2015 school year, approximately one-third of all West Virginia public schools participated in a pilot with an online professional development system.	• WVDE;WVBOE • WVDE; WVBOE

2015-2016	Beginning in the 2015-2016 school year, for educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available), student growth shall be determined by the statewide summative assessment results as measured between two points in time. For all other educators, progress toward meeting the two (2) student learning goals shall be measured using formal and/or teacher-created assessments. Through the WV Association of School Administrators (WVASA), the WVDE will provide training and support to district superintendents and associate/assistant superintendents responsible for evaluating school level administrators.	WVBOE; WVDE

*These completed activities also included the reviews and recommendations described in Principle One around the multiple-measure student growth model.

Revised Educator Evaluation Systems for Continual Improvement of Instruction

As noted above, House Bill (HB) 4236 mandated a progressive scale-up implementation of the revised educator evaluation system. The legislation ensures that West Virginia has a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness to increase student learning.

The West Virginia Professional Teaching Standards, developed in response to this legislation, are performance based and measurable, focus on improving student achievement, and feature four performance levels—each with its own set of rubrics (distinguished, accomplished, emerging, unsatisfactory) [see Appendix 3-2]. Five standards are evaluated: Curriculum and Planning, The Learner and the Learning Environment, Teaching, Professional Responsibilities for Self-Renewal, and Professional Responsibilities for School and Community. For each, critical standard elements clearly define what educators must know and do and provide precise measurements.

A particular emphasis of this effort ensures that specialists and other educators who work with students with disabilities or English language learners (ELLs) are evaluated based on performance—including improved teaching and learning and responsiveness to all learners across multiple learning contexts. For example, when designing student learning goals, teachers must enumerate within the context description, the types of students, including those with disabilities and ELLs that the goals will target. Teachers have similarly been encouraged to be inclusive of low-achieving students. The goals must address the improvement expectations for all students and in addition may address the need for additional improvement in subgroups.

The approximately 1,000 teachers who attended the summer 2012 Teacher Leadership Institute (TLI) received specialized professional development on developing student learning goals that align to the WV Next Generation CSOs. Under the direction of the WVDE's Office of Instruction and Office of Professional Preparation, the TLI trainers participated in an intensive half-day professional development session on student learning goal design. This was completed in preparation for integrating student learning goals as an essential component of the educator evaluation system. A cohort of institute staff volunteered to coordinate the development of a series of grade- and content-specific rubrics to articulate baseline data for student learning

goals and to better evaluate teacher and student progress in achieving academic goals. The institute focused on implementing the revised standards to guide instruction in grades one, four, five, and nine; future Teacher Leadership Institute sessions will address the remaining grade levels. Kindergarten was the emphasis of the preceding year's institute.

At the institute, teachers from all grade levels developed a deeper understanding of how to evaluate teacher and student performance through student learning goals as a means to improve instruction. Institute participants were guided through lesson and unit design that incorporated appropriate learning targets directly associated with student learning goals based on evaluation system criteria, which included the required two data points and were rigorous and comparable across classrooms. A particular emphasis was placed on providing adequate time to ensure that all learners, including those with disabilities and ELLs, have sufficient opportunities to learn the curricula in meaningful ways to ensure growth in learning and, ultimately, readiness for college and career, across the developmental continuum. A major focus of the professional development was the learning context and how to identify learners' needs and dispositions within the learning environment. Teachers were encouraged to establish learning goals that (1) addressed the needs of all students, especially low-achieving students, and that (2) met evaluation system requirements to bolster continuous improvement of instruction and increase teacher and student performance.

Various criteria were used to select teacher leaders for participation in the 2012 Teacher Leadership Institute. One key criterion was the potential ability of each to provide district- and school-based professional development on teaching and learning through the WV Next Generation CSOs—integrating the design of student learning goals associated with the revised educator evaluation system as an integral part of instructional planning, delivery and assessment. Participants committed to sharing lessons learned from the institute with other teachers in their schools and districts to build system capacity to use educator evaluation components—in particular, student learning goals, which can improve instruction and learning outcomes for all students.

In summer 2012, the WVDE's Division of Educator Quality and System Support, in cooperation with the eight Regional Education Service Agencies, offered additional professional development to the school leadership teams of the 111 demonstration schools serving as demonstration sites for the revised educator evaluation systems for teachers and school leaders. The participants had multiple opportunities to explore the development and use of student learning goals to improve instruction. In eight venues across the state, hundreds of additional teachers participated in comprehensive guided practice to develop actual student learning goals, based on established evaluation criteria, to ensure fidelity in implementing this essential evaluation component. As a result, the school leadership teams joined in reflective conversations about how teaching and learning at their schools might best be improved through well-designed student learning goals.

The leadership teams then developed specific plans for providing school-based professional development to further develop capacity to use evaluation components, including student learning goals, as a means to enhance effective teaching practice at the local level based on the uniform state model. The eight Regional Education Service Agency professional development directors will continue to support and monitor the effective implementation of the revised evaluation system at the school and district levels, with additional technical assistance to be provided by the Division of Educator Quality and System Support.

MEANINGFULLY DIFFERENTIATE PERFORMANCE, USING AT LEAST THREE PERFORMANCE LEVELS AND MULTIPLE VALID MEASURES TO DETERMINE PERFORMANCE LEVELS, INCLUDING DATA ON STUDENT GROWTH FOR ALL STUDENTS

Rubrics guide teachers and evaluators in recognizing teacher performance at one of four distinct levels:

- Distinguished;
- Accomplished;
- Emerging; or
- Unsatisfactory.

From the 2011-2012 pilot year through the 2014-2015 school year, teachers were required to complete a self-reflection and set two (2) student learning goals. The goals must include two data points, be rigorous, and be comparable across classrooms. All educators will continue to complete a self-reflection during the 2015-2016 school year and beyond. Modifications to the student learning goals requirement are documented below.

Teachers receive an overall summative rating derived from the total of three distinct sources:

- Evidence based on the West Virginia Professional Teaching Standards, which will account for 80% of the overall rating;
- Two school-wide growth scores as reflected in standardized assessment data - not adequate yearly progress (AYP) - for reading and mathematics, which will account for 5% of the overall rating; and
- The results of one of the following, either of which will account for 15% of the overall rating:

➢ For educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available) a student growth percentile based on summative assessment results. The guidelines for calculating the student growth percentile at the classroom level will be developed during the 2013-14 school year through meaningful consultation with the Educator Evaluation Task Force and through a pilot during the 2014-2015 school year. The results of the pilot will be scaled statewide in 2015-2016. Additionally, WVDE will utilize the 2014-2015 pilot year to implement the new roster verification system and create professional development targeted toward improving rater reliability amongst school leader / principals in West Virginia.

➢ For all other educators, progress toward meeting their two (2) student learning goals as measured using both formal and teacher-created assessments.

For additional information on the methodology behind the West Virginia Growth Model, please refer to West Virginia's narrative for Principle 1, under the heading "*Evaluation of Current Assessments and Transition Plan for Implementing the WV Next Generation CSOs*" subheading "*Development of the West Virginia Growth Model.*" More information is also available via the West Virginia Growth Model Website at: **http://wvde.state.wv.us/growth/** or Dr. Damian Betebenner's 2008 and 2009 technical papers which provide specific details of the conditional growth percentile methodology which is used in West Virginia.

EVALUATE TEACHERS AND PRINCIPALS ON A REGULAR BASIS

West Virginia State Code §18A-3C-2 (Performance Evaluations of Professional Personnel) stipulates that all teachers, counselors, principals and assistant principals must be formally evaluated at least once annually. All educators may receive interim evaluative feedback related to classroom performance at

designated intervals. Teachers with less than six (6) years of experience are to be observed by the school principal a specific number of times, depending on the assigned progression related to length of experience. Principals are required to conference with the teacher and provide feedback on these observations within ten (10) days of the completed observation. Teachers with six (6) years of experience or more are required to be evaluated annually, however are not required to be observed as part of the annual evaluation. Detailed practice ratings for these educators within the West Virginia Professional Teaching Standards are determined through the educator's completion of the self-reflection and educator supplied evidence within the online system. Educators with six (6) or more years of experience may request observations and feedback be provided to them by their principal. Per Policy 5310, school principals have the right to observe any teacher whenever deemed necessary by the school principal. Unsatisfactory performance at the standard level requires immediate evaluation and remediation through a corrective action plan.

The pilot includes three progressions through which teachers may demonstrate high levels of performance. In the initial and intermediate progressions, teachers are observed in the classroom as part of the evaluation process. Teachers on the initial progression are in the first three years of their careers and are observed four times throughout the year; teachers in the fourth and fifth years comprise the intermediate progression and are observed twice. Teachers on the advanced progression—those with six or more years of experience—conduct a self-reflection. Additionally, teachers on the advanced progression may be observed at the teacher's request, or at the will of the evaluator. All teachers are evaluated within the revised system and set goals to demonstrate evidence of growth in student learning. All teachers are required to complete a self-reflection as a component of the evaluation process. All teachers are also assigned two school-wide student growth scores based upon summative assessment data as part of the evaluation process. The revised teacher evaluation system highlights accomplished teaching across the professional continuum through the progressions. At each step, the system's goal is to improve teaching and learning continuously.

Teachers are evaluated based on performance related to the West Virginia Professional Teaching Standards. The standards guide reflection on improved educator effectiveness through alignment with professional development at the county and school level as well as in teacher preparation programs at colleges and universities across West Virginia.

Provide Clear, Timely, and Useful Feedback to Identify Needs, Guide Professional Development, and Inform Personnel Decisions

The WVDE's Office of Data Management and Analysis, in cooperation with other offices within the Division of Educator Quality and System Support has developed a sophisticated yet user-friendly data system for the West Virginia Educator Evaluation Systems for Teachers and School Leaders through its web-based West Virginia Education Information System (WVEIS). This data system allows evaluators and educators to exchange confidential information immediately about educator performance. Observations and other evidence collections are entered directly into the system in real time, and users can access, aggregate, and interpret the data and receive feedback instantaneously.

The system likewise accumulates data to inform personnel decisions that support continuous improvement. While offering educators nuanced data related to actual performance, the data system also provides teachers, principals, and other district-level administrators with aggregated data reports to identify school-based and district-level instructional needs. These data guide selection of appropriate professional development. The aggregated data reports also highlight specific areas that require professional development as indicated, in particular, by data related to the emerging performance level. The emerging performance level provides insights into potential areas of improvement for teachers or principals; teams or departments; and schools, divisions, or districts. These data sets are informative on multiple levels and help determine which form and topic of professional development will best improve teaching and learning through effective practice.

The combined Educator Evaluation Task Force recommended two plans to support a meaningful process for data-driven decision making regarding personnel actions. In July 2011, the WVBE approved two plans for continuous improvement as part of a waiver for the demonstration sites. The board's minutes for this meeting can be found at http://wvde.state.wv.us/boe-minutes/2012/wvbeminutes7-11-12.doc (see item XXVI). Additionally, in August 2014, the WVBE revised Policy 5310 to require that at least one (1) observation is completed for the educator prior to the implementation of either of the two plans.

The first of the two plans is the Focused Support Plan, defined as a "proactive, preventative measure." The plan is initiated when an area of concern that may lead to unsatisfactory performance has been identified. The Focused Support Plan may begin at any time, with a nine-week timeline for implementation. At the conclusion of nine weeks, if the standard has been met, the Focused Support Plan is discontinued. If adequate progress has been made, a second Focused Support Plan is developed and implemented; however, in the event of inadequate progress, a second type of plan a Corrective Action Plan is put in place. The Corrective Action Plan is implemented for 18 weeks, during which time unsatisfactory performance at the standard level must be remediated and the standard must be fully met. At the conclusion of the 18-week plan, if the evidence does not demonstrate adequate progress in the educator's performance, "termination for unsatisfactory performance shall ensue." The required components of both plans provide necessary information regarding performance and the adequacy of supports and resources to inform personnel decisions.

Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Ensuring that each LEA Develops, Adopts, Pilots, and Implements—with the Involvement of Teachers and Principals, Including Mechanisms to Review, Revise, and Improve—High-Quality Teacher and Principal Evaluation and Support Systems Consistent with the WVDE's Adopted Guidelines

Per HB 4236, the revised educator evaluation system, was expanded into a "multi-step statewide implementation" model. The legislation mandated that, "Beginning with the schools included in the evaluation processes for professional personnel piloted by the Department of Education during the 2011-2012 school year, additional schools or school systems were subject to the provisions of this article in accordance with a plan established by the state board to achieve full statewide implementation by no later than the school year 2013-2014."

For 2012-13, two schools in each county school system participated in the revised system. This approach encompassed 111 schools (a few counties may have only included one participant) and accomplishes the following objectives for 2012-13:

- Build capacity at the local level by involving county school systems and Regional Education Service Agencies in training and supporting the 111 schools—this also reduces later fiscal implications for statewide implementation by building local and regional expertise to support future professional development.
- Allow researchers additional time to get more results from the pilot and finalize research recommendations prior to statewide implementation,

- Reduces the fiscal implications for statewide implementation in 2013-14 by building county/RESA expertise to enable training that is supported primarily at the local level,
- Ensure that a strong catalog of web-based resources will be available prior to statewide implementation.

HB 4236 also included a provision requiring a comprehensive system for teacher induction and professional growth:

(a) The intent of the Legislature is to allow for a multistep statewide implementation of a comprehensive system of support for building professional practice of beginning teachers, specifically those on the initial and intermediate progressions, consistent with sound educational practices and resources available. In this regard, it is the intent of the Legislature that the transition of schools and school systems to a comprehensive system of support that includes support for improved professional performance targeted on deficiencies identified through the evaluation process will be implemented concurrent with the first year that a school or system receives final evaluation results from the performance evaluation process pursuant to section two of this article. Further, because of significant variability among the counties, not only in the size of their teaching force, distribution of facilities and available resources, but also because of their varying needs, the Legislature intends for the implementation of this section to be accomplished in a manner that provides adequate flexibility to the counties to design and implement a comprehensive system of support for improving professional performance that best achieves the goals of this section within the county. Finally, because of the critical importance of ensuring that all teachers perform at the accomplished level or higher in the delivery of instruction that at least meets the West Virginia professional teaching standards and because achieving this objective at a minimum entails providing assistance to address the needs as indicated by the data informed results of annual performance evaluations, including the self-assessed needs of the teachers themselves, the Legislature expects the highest priority for county, regional and state professional development will be on meeting these needs and that the transition to a comprehensive system of support for improving professional practice will reflect substantial redirection of existing professional development resources toward this highest priority.

West Virginia has a statewide educator performance evaluation system that is detailed in state law and state board policy. The state board has the authority to promulgate rules regarding educator evaluation that assure uniformity of implementation across all districts. Districts do not have authority to adopt a different system. Policy 5310 establishes a detailed rule for teacher evaluation in West Virginia (Appendix 3-3). This policy; assures that districts *across the state* maintain a cohesive and consistent framework and provide the following:

- indicators of improved performance
- indicators of satisfactory performance
- documentation for dismissal
- basis for programs of professional growth
- standards for satisfactory performance and the criteria for levels of performance, including technology standards
- provisions for a written improvement plan
- notification to persons with unsatisfactory performance—to include a remediation plan and timeline
- guidelines for recommending dismissal should the performance continue to be unsatisfactory

HB 4236 required the state's performance evaluation system, outlined in WVBE 5310 [see Appendix 3- 3], was revised to align to the new educator evaluation system by July 1, 2013. This was the driving force in the design and statewide implementation of an effective, streamlined, and rigorous system for improving teacher effectiveness. HB 4236 likewise contained provisions outlining requirements for a comprehensive system of support to ensure that all districts implement the revised evaluation system with fidelity with the intended goals of equity and continuous improvement in performance by teachers, principals, and, most importantly, students.

WV'S PROCESS FOR REVIEWING AND APPROVING LEA TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

As part of the West Virginia Board of Education's (WVBE) commitment to comprehensively reforming its entire teacher and leader evaluation system, the WVBE reviewed and approved LEA systems through the following steps to ensure fidelity in implementation:

- Spring 2013 – the Board began the revision of the Policy 5310 which sets out the requirements and processes for evaluation of the employment performance of professional personnel that is applied uniformly statewide. Section §3.2 (Policy 5310) specifically required all local boards of education to develop written administrative procedures related to the requirements of this policy. The LEA was required to submit its procedures to be approved by the WVBE. §126-142-5 (Policy 5310) also required that all evaluators be trained in management and evaluation skills. §126-136-10.2 (Policy 5202) requires that in order to be licensed as a school principal in WV, one must complete this ELI training before being eligible for licensure.

- Fall 2014 – Development of an annual report to WVBE on effectiveness ratings from the evaluation system for all educators, including administrators. The report will include both statewide and disaggregated data by LEA.

As stipulated by this legislation, the WVBE has promulgated guidelines for a Comprehensive System of Support for Improving Professional Practice. Based on these guidelines, the 55 districts designed a specialized system of support to meet the specific professional development needs of teachers within individual districts. The legislation explicitly requires the following:

"Focused improvement in teaching and learning through the use of evaluation data to inform the delivery of professional development and additional supports to improve teaching based on the evaluation results …." (§18A-3C-3(a)).

For county boards to receive state funding for beginning teacher internships and mentor teachers, counties submitted plans for a comprehensive system of support using the required template by March 15, 2013—and were approved for implementation effective July 1, 2013. The legislation set aside the previous formula, which appropriated funds based on the number of novice teachers, in favor of a new approach, which gives districts flexibility in identifying professional development needs based on educator evaluation data, among other factors.

Counties may refer to Cabell County's Teacher Induction Program (TIP), which was approved as part of the district's innovation zone in January 2010, as a model of state-supported flexibility in induction and mentoring as part of a comprehensive system of support. This unique district-directed program provides comprehensive services to teachers through collaborative efforts, including a cohort of mentor teachers advised by instructional coaches and faculty from the education department at Marshall University (http://boe.cabe.k12.wv.us/schoolimprovement/TeacherInductionProgram.htm).

Among the essential requirements for a comprehensive plan of support to be considered for approval is the necessity that the proposed plan must identify areas of professional development for teachers and principals based on data from individual professional evaluations, the needs identified by teachers and principals in a self-reflection evaluation component, and student learning data from the multiple measures used in educator evaluations. The plan must describe the manner in which the county will monitor and evaluate the effectiveness of implementation and outcomes; as such, the plans inherently predispose districts to implement the revised evaluation system with fidelity—encouraged by the motivation to achieve outcomes as measured through the remediation and continuous improvement of instruction and growth in student learning outcomes. The plans must clearly connect how educator evaluation data supports the identification and acquisition of professional development that subsequently leads to better results for teachers and students.

The county-designed plan is an accountability mechanism that directly links the requirement for a comprehensive system of support with the revised educator evaluation system. This incentivizes districts

and schools to implement all evaluation components with fidelity to collect the necessary data that inform decisions to improve instruction through professional development at the local level. The legislation intends that that educator evaluation will transform instruction by identifying appropriate areas for improvement, recognizing best practices and strategies, and directing resources and supports to improve teaching and learning throughout West Virginia's public education system.

This expansion of the revised evaluation system and design and implementation of a comprehensive system of support to improve professional practice incorporates actions as detailed in Table 3.2.

WV's Process for reviewing and approving LEA support systems includes the following:

- October 2012 - The Division of Educator Quality and System Support convened a District Stakeholder Workgroup to create a template for districts to submit their WVSSIP Plans and share their current work around supporting teachers.

- January 2013- The Office of School Improvement finalized the template and placed examples of county practices and plans on their website http://wvde.state.wv.us/schoolimprovement/WVSIPP.html

- March 15, 2013 - Plans were developed by each district using the template below and submitted as an attachment to lnbragg@access.k12.wv.us

- July 1, 2013 - Plans that did not meet the required components were revised and resubmitted for approval.

- In September 2014, the WVSIPP Plan template was integrated as a component of the school's strategic planning process. The WVDE Office of School Improvement will continue to approve and monitor the WVSIPP Plans as a means for assuring alignment between evaluation results and support provided through professional development.

- During the 2014-2015 school year, the WVDE piloted the utilization of an online professional development platform designed to map an educator's personalized learning plan as identified by the educator evaluation system.

- Beginning Fall 2015, the WVDE will expand the pilot to include pathways that align with the educator equity plan to identify career lattice opportunities for classroom teachers to serve in leadership capacities without leaving the classroom. Additionally, pathways for ineffective educators will be aligned with resources and supports necessary to either develop effective teaching practices. For those who are not effective at the conclusion of a Focused Support Plan and Corrective Action Plan, implemented in conjunction with an online professional development system, will be subject to personnel action that potentially results in removal from the profession.

PROCESSES AND RESOURCES REQUIRED TO MEET TIMELINES FOR DEVELOPING, PILOTING, IMPLEMENTING TEACHER/PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- Summer 2012- WVDE provided 8 RESA-based trainings in order to build capacity at the local level by involving county school systems and RESAs in training and supporting the Demonstration schools. This also reduced later fiscal implications for statewide implementation by building local and regional expertise to support future professional development.

- Summer 2012 – WVDE developed a strong catalog of web-based resources that were available prior to statewide implementation. The website [http://wvde.state.wv.us/evalwv] includes all training modules, presentations, and activities.
- Fall 2012 - SEA evaluation liaisons were assigned to all 136 Pilot and Demonstration schools to monitor the implementation of evaluation process in Demonstration schools. The liaisons also provided support and technical assistance.
- Fall 2012- Spring 2013 - Ongoing stakeholder involvement of the Educator Evaluation Task Force provided input for improving the system and ensuring support for implementation (December 4 and 5, 2012, January 15, 2013, June 2013).
- Technical assistance was provided to support districts in preparing for 2013-14 implementation using webinar and involving districts with exemplary plans to co-present during the webinars:
    - February 7, 2013 – Accessing the Evaluation WOW Technology Module- Office of Professional Preparation. RESA 6 Co-presenting
    - February 28, 2013- Implementing the Professional Teacher/Leader Standards – Office of Professional Preparation. Monongalia and Kanawha counties Co-presenting
    - March 14 – Establishing rigorous and meaningful Student Learning Goals (SLGs) – Office of School Improvement. Ohio County Co-presenting.
    - March 28th – Understanding the Summative Evaluation - Office of Assessment, Standard Setting.

- Training for all administrators/evaluators statewide by the Center for Professional Development in the implementation of the revised system through the required Evaluation Leadership Institute (ELI).
- Continuous support was provided through regional training opportunities during the summers of 2013 and 2014.

Milestones	Parties Responsible	Evidence	Resources	Challenges
August 2012 – June 2013 Pilot revised educator evaluation system with approximately 110 schools	WVDE offices of Professional Preparation School Improvement	Pilot data collected from observations, using the WV Professional Teaching and Leader Standards Student and staff survey data Student learning goal data Process data collected by field teams and research evaluators	8 Regional Education Service Agency (RESA) specialists in the field Central office staff in all 55 districts Teacher and leader guidebooks	Compressed timeline of pilot
July and August 2012/Ongoing Integrate student learning goal evaluation component into the Teacher Leadership Institute Instructional Design	WVDE offices of Instruction Professional Preparation	Consistent high-quality student learning goals developed at the school level, correlated with improved teacher performance and student outcomes	West Virginia Education Information System (WVEIS) student learning goal component teacher leaders established rubrics student learning goal research and calibration	Effective monitoring of goal setting at the school and classroom level

August 2012 Open the WVEIS *Online Educator Evaluation System* to collect data from observations and documentation	WVDE offices of Information Systems Professional Preparation School Improvement	Working electronic platform Observation and documentation data collected in the platform	WVEIS data system as a basis for the *WVEIS Online Educator Evaluation System* electronic platform	Broadband and other technology capability limitations at the local level
August 2012 – June 2013 Expand and strengthen guidance, exemplars, and the supporting assessments for student learning objectives	WVDE offices of Professional Preparation School Improvement Instruction and Assessment	Completed revised guidance for student learning goals print materials (guidance, exemplars, table of specifications for assessments, etc.)	Appalachian Regional Comprehensive Center (ARCC) U.S. Department of Education (US ED) technical assistance providers Central office staff in 55 districts and	Aggressive timeline for developing resources Identification of additional subject area expertise for consultation on assessments Development of school-level valid,
February – May 2013 Administration of student, staff, parent surveys on leader practice and school climate	WVDE Offices of School Improvement and Healthy Schools	Completed student/staff/parent surveys Survey data analysis at the school and district level	Office of Research	
January 2012 – May 2013 Development of Policy 5310 revisions for implementation and effectiveness determination	WVDE offices of Professional Preparation School Improvement	Completed policy revisions WVBE's adoption of Revision Policy 5310	Collaborative work team across WVDE divisions WVDE legal department Experienced legal technical assistance provider—for	

			district human resources perspective	
March 2013 Submit plans for comprehensive system of support	WVDE offices of Professional Preparation School Improvement Federal Programs	Consistent high-quality county plans align with WVBE guidelines	Data reports (educator evaluations, personnel data) WVDE planning template Coaching for Learning Network	
May 2013 Perform initial data analysis and determine teacher and leader effectiveness measures based on multiple measures from the revised educator evaluation system	WVDE offices of Professional Preparation School Improvement Federal Programs	Initial completion of *WVEIS Online Teacher Evaluation* for each teacher involved in the pilot Initial completion of *WVEIS Online Leader Evaluation* for each principal involved in the pilot		
August 2013 Perform final data analysis and determine teacher and leader effectiveness measures based on summative assessment data	WVDE offices of Assessment Information Systems	Completed *WVEIS Online Teacher Evaluation* for each teacher involved in the pilot Completed *WVEIS Online Leader Evaluation* for each principal involved in the pilot		Ensuring seamless data collection, analysis, and upload

May 1 – June 2013 Analyze teacher	WVDE offices of Research Professional	Completed data and process analyses	ARCC Focus group participants	

and leader pilot data from each component	Preparation School Improvement	Completed teacher and leader evaluation pilot report http://wvde.state.wv.us/research/reports2013.html Completed internal validation study of demonstration and pilots		
May – June 2013 Revise and strengthen training materials and print resources Develop trainer and evaluator certification protocols and modules	WVDE offices of Professional Preparation School Improvement WV Center for Professional Development	Completed revised training plan print materials (handbook, research resource, etc.) trainer and evaluator certification	WV Center for Professional Development ARCC	
July 2013 Train trainers for revised teacher and leader evaluation system and full WVDE electronic platform full implementation	WV Center for Professional Development	WV Center for Professional Development district certified trainers	WV Center for Professional Development ARCC Central office staff in 55 districts 8 RESA evaluation	

August 2013 Conduct teacher orientation for using revised materials and procedures Conduct principal orientation for using revised materials and procedures	County central office evaluation contact RESA evaluation specialists	Electronic signatures indicating completion of orientation in WVDE electronic platform	Central office staff in 55 districts 8 RESA evaluation specialists	
School Year 2013 – 2014 Fully implement the revised teacher and leader evaluation system	WVDE offices of • Professional Preparation • School Improvement • Federal Programs	Teacher effectiveness measures for each teacher involved in all districts Leader effectiveness measures for each principal involved in all districts	State data system as a basis for the WVEIS electronic platform Central office staff in all 55 districts RESA evaluation specialists	
September – October 2013 Complete teacher self-assessment Complete student learning goals with principals	School principals and teachers County central office evaluation contact RESA evaluation specialists	Electronic completion of self-assessments and goal setting in *WVEIS Online Educator Evaluation System* Leader goals evident in electronic platform	Central office staff in 55 districts 8 RESA evaluation specialists	

September 2013 – April 2014 Conduct observations and collect documents	School principals and teachers County central office evaluation contact RESA evaluation specialists	Data collected from observations using professional teaching and leader in *WVEIS Online Educator Evaluation System*	Central office staff in 55 districts 8 RESA specialists Teacher and leader guidebooks and support materials Orientation video and student learning goal videos	
			State data system as a basis for the WVEIS electronic platform	
February – May 2014 Administrate student, staff, parent surveys on leader practice and school climate	WVDE offices of • School Improvement • Healthy Schools	Completed student/ staff/parent surveys Survey data analysis at the school and district levels	WVDE Office of Research http://wvde.state.wv.us/research/reports2014.html	
April – May 2014 Complete student learning goal post-assessments	WVDE offices of • Professional Preparation • School Improvement District principals and teachers	Student performance data uploaded to online system Analysis of growth-to-target for each teacher in electronic platform	State data system as a basis for the WVEIS electronic platform	

October 2014 Complete summative evaluations	All school principals and teachers All district staff	Data collected from observations using WV Professional Teaching and Leader Standards Completion and electronic signatures on summative annual evaluations for all teachers and leaders	State data system as a basis for the WVEIS electronic platform	
Winter 2014 Complete validation and reliability studies for the revised system	WVDE offices of • Research • Professional Preparation • School Improvement • Federal Programs	Report on validity and reliability of the revised teacher and leader evaluation systems	Technical advisory committee	School-wide growth data delayed/not available until December, 2014.

Ongoing Expand and strengthen guidance, exemplars, and the supporting assessments for student learning objectives	WVDE offices of Assessment • Professional Preparation • School Improvement	Continuously updated • student learning goal development plan • print materials (guidance, exemplars, table of specifications for assessments, etc.) • Examples of shared, reviewed assessments	US ED technical assistance providers Student learning goal guidance materials	Development of district- and school-level valid, reliable assessments
Summer 2014-Spring 2015 Develop and publish WV Professional Growth Guides	WVDE offices of • Professional Preparation • School Improvement • Early Learning • Secondary Learning	• 2014 Project Proposal	• 2014 Stakeholder Group	
Winter 2014 – Fall 2015 Launch pilot year of Educational Impact Online Professional Development Fall 2015 & Beyond Integrate EI into online Eval system				

STATE PROCESS FOR ENSURING THE PERFORMANCE MEASURES USED IN EACH EVALUATION SYSTEM, INCLUDING MEASURES OF GROWTH, ARE VALID AND IMPLEMENTED IN CONSISTENT, HIGH WUALITY MANNER ACROSS SCHOOLS

The Office of Research and the Office of Assessment and Accountability collaborated with the Division of Educator Quality and System Support to conducting a review of performance measures, including the extent to which measures of growth are valid and implemented consistently. The analysis is reflected in the first year pilot report (http://wvde.state.wv.us/research/reports2013.html).

- Summer 2012- The Office of Research met with pairs of content experts from the Office of Professional Preparation and conducted a two-day workshop to train these individuals to reliably rate the quality and adherence to the three requirements for compliant student learning goals submitted by pilot participants. An analysis of a sample of 100 student learning goals submitted by participants was then completed (~14% of the population).

Fall 2012/Winter 2013- The WVDE used Participant Survey Research to improve the system including the results from mid-year surveys, focus groups, and post-professional development surveys with pilot participants provided various recommendations for improving the technical quality of the system. The Evaluation Task Force reviewed the recommendations and implemented changes. A summary report of the quality and adherence to the three criteria necessary for compliant Student Learning Goals was submitted (according to raters, 60% utilized at least two data points an 89% each met expectations for rigor and comparability across classrooms). On January 15, 2013 – The Office of Research provided an update on the preliminary correlations observed among the performance standards and the student learning standard. Results informed discussions of the theoretical underpinnings of the evaluation system.

- Spring – Fall 2013 - Standard Setting for technical validity was conducted. February 7, 2013 a Provisional Standard Setting was led by WVDE to begin discussion of how to articulate performance cuts using the pilot model. March 2013 WVDE hosted a Webinar training for the 136 Demonstration schools to ensure appropriate understanding and application for current school year.
- Fall 2013 – Spring 2014 – WVBE approved revised Policy 5310, calling for an increased emphasis on student achievement data within the educator evaluation system. Reconvened Educator Evaluation Taskforce to share pilot report results and revised Policy 5310.
- Spring 2014 - WVDE contracted with Battelle for Kids Organization to conduct a pilot of a roster verification system, linking students to teachers.
- Summer 2014 – WVBE approved another revised Policy 5310.. For the 2014-2015 school year, fifteen (15) percent of the evaluation of all educators shall be based upon student growth as measured by two (2) student learning goals. Progress toward meeting the two (2) student learning goals shall be measured using formal and/or teacher-created assessments. For the 2014-2015 school year, the West Virginia Department of Education alternatively will analyze the student growth determined by the statewide summative assessment results as a component of evaluating educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available). For the purposes of this alternative analysis, the results will replace the fifteen (15) percent of the total evaluation. The alternative evaluation results will be for illustrative purposes only.
- Beginning in the 2015-2016 school year, for educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available), student growth shall be determined by the statewide summative assessment results as measured between two points in time. For all other educators, progress toward meeting the two (2) student learning goals shall be measured using formal and/or teacher-created assessments..

Attachment 1:

Notice to LEAs

West Virginia Informed LEAs of our intent to submit an ESEA Flexibility Request and solicited written feedback on our request using three primary methods.

First, in February 2012, the WVDE created a Google Site where we posted our initial request to the US Department of Education to seek a waiver from NCLB to freeze our Annual Measurable Objectives (AMOs) for Reading/Language Arts and Mathematics for the 2011-12 school year to those levels approved in West Virginia's Accountability Workbook for the 2010-11 school year. The link to this site was sent to West Virginia's 57 district superintendents with instructions that it be forwarded to all LEA staff for comment. Figure 1 below provides a screen capture of the website. Figure 2 provides a screen capture of the comment feature that was utilized to solicit LEA feedback. Attachment 2 includes all LEA comments received via this option.

Second, West Virginia established a public Google site for the West Virginia Accountability and Accreditation Stakeholder Advisory Committee (WV AASAC) to solicit comments and to provide access to continually updated information about West Virginia's ESEA Flexibility Request throughout its development. As described in the narrative of this request, the WV AASAC was made up of representatives from LEAs, schools, teacher organizations, institutions of higher education, legislators, and members of the WVBE and general public. Figures 3 through 5 provide screen captures of the information provided through this site.

Third, along with the general public, LEA staff including District Superintendents, Directors of Curriculum, Special Education Directors, County Test Coordinators, and all other LEA staff were invited to comment on draft versions of West Virginia's ESEA Flexibility Request at four times throughout the process of developing the narrative. Attachment 3 provides a series of screen captures illustrating this comment option and includes Table 1 which indicates to which groups the request for comments was sent. A link to this comment option was also provided on the West Virginia Department of Education Homepage. All comments received via this option are included in Attachment 2.

Figure 1. Website Created to Gather LEA Comments on West Virginia's Decision to Request Flexibility from ESEA.

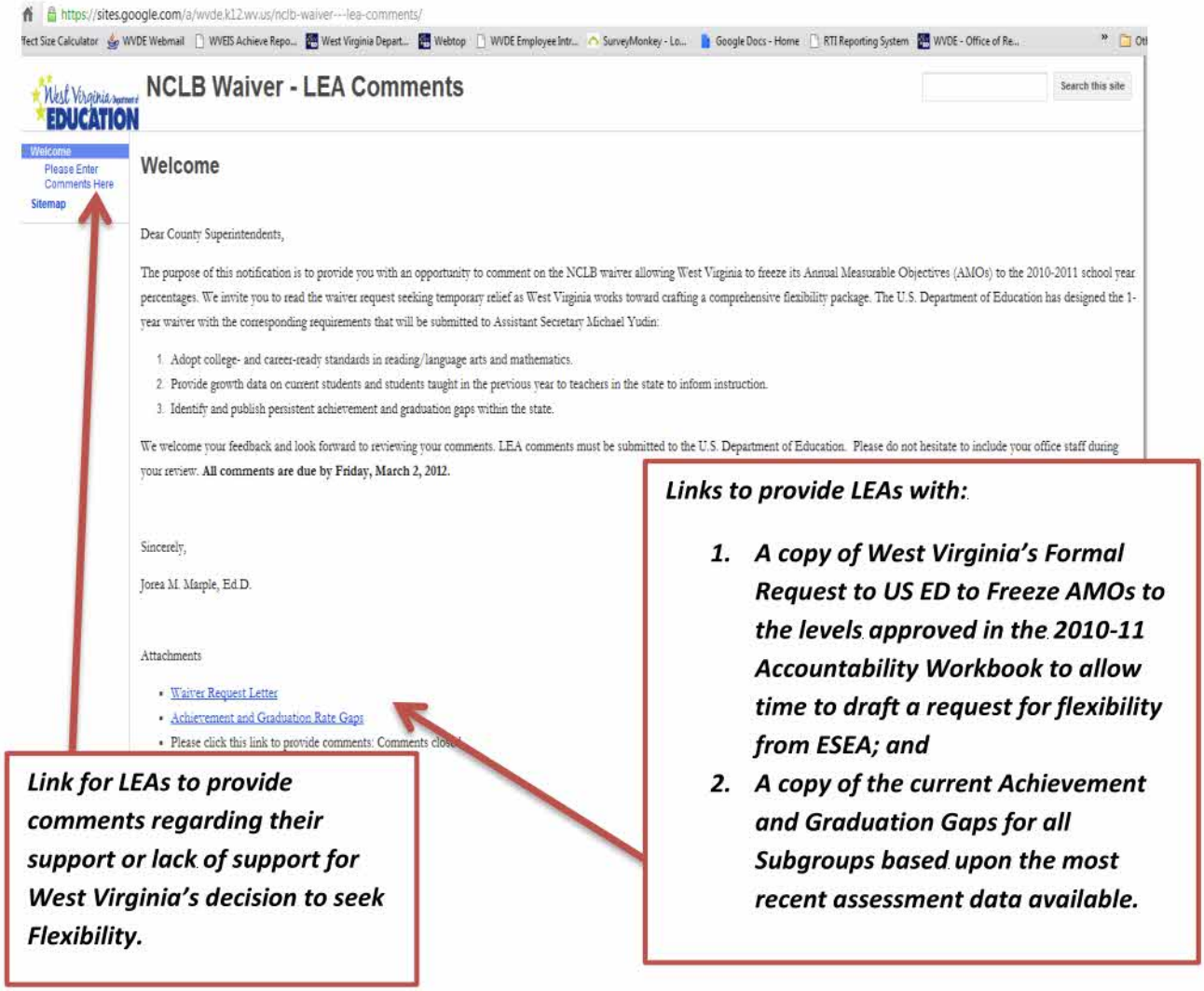
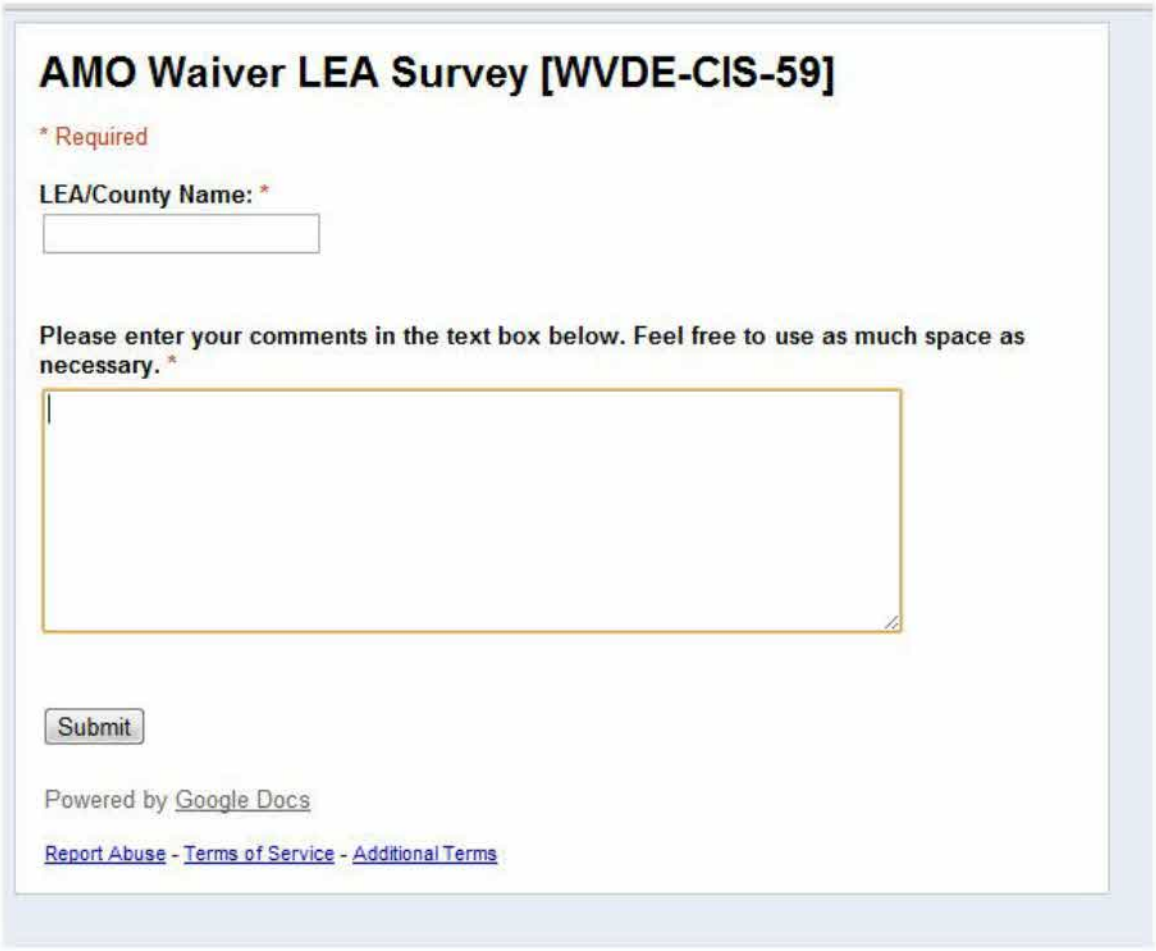


Figure 2. Comment Option for LEAs Regarding West Virginia's Decision to Request Flexibility from ESEA.



AMO Waiver LEA Survey [WVDE-CIS-59]

* Required

LEA/County Name: *

Please enter your comments in the text box below. Feel free to use as much space as necessary. *

Submit

Powered by Google Docs

Report Abuse - Terms of Service - Additional Terms

Figure 3. Website Created to Inform LEAs and Other Members of the West Virginia Accountability and Accreditation Stakeholders Advisory Committee.

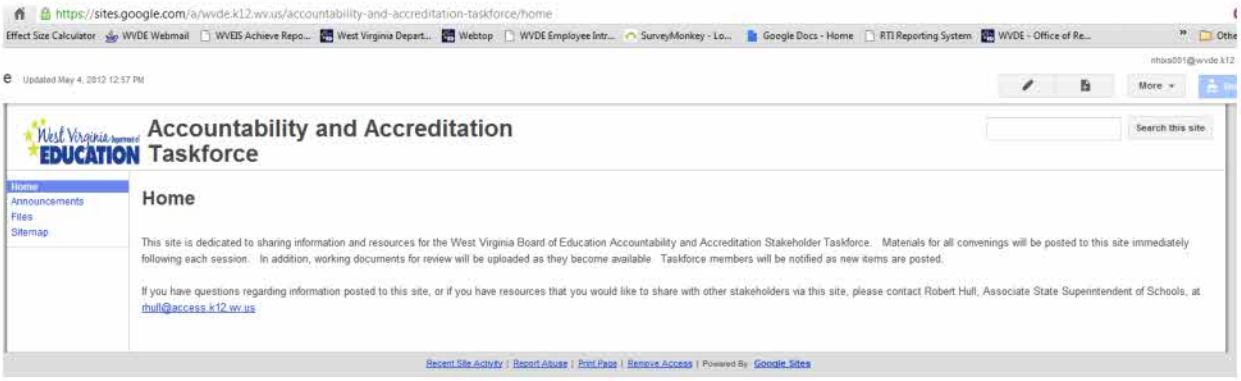


Figure 4. WVAASAC Site Announcements Subpage

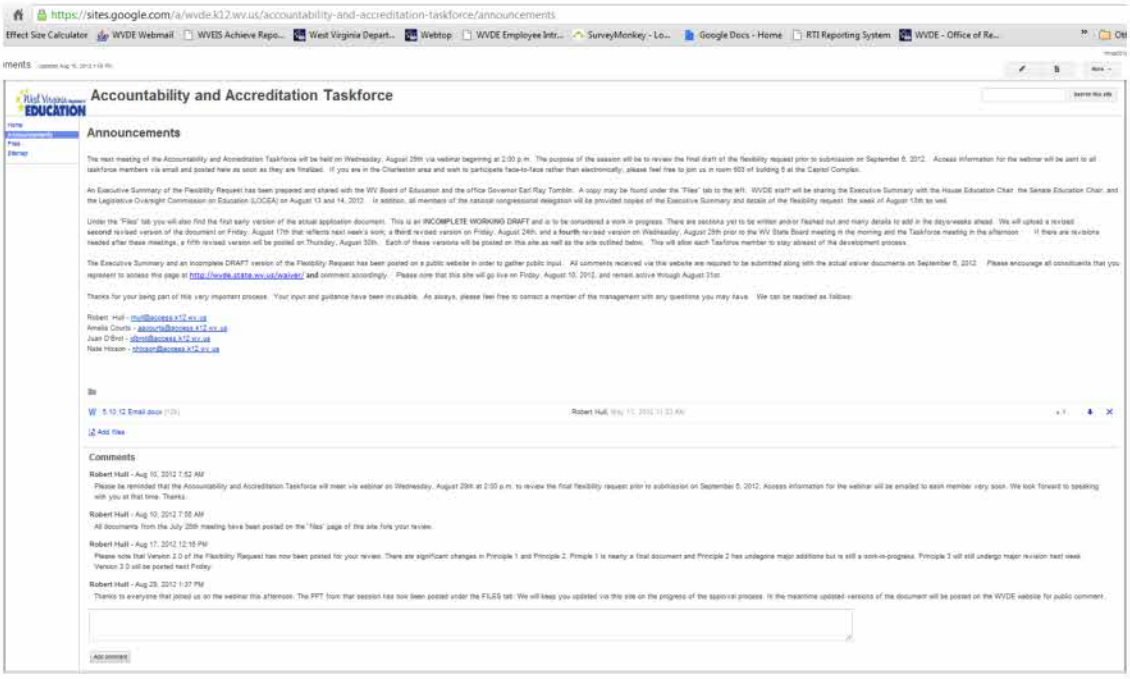
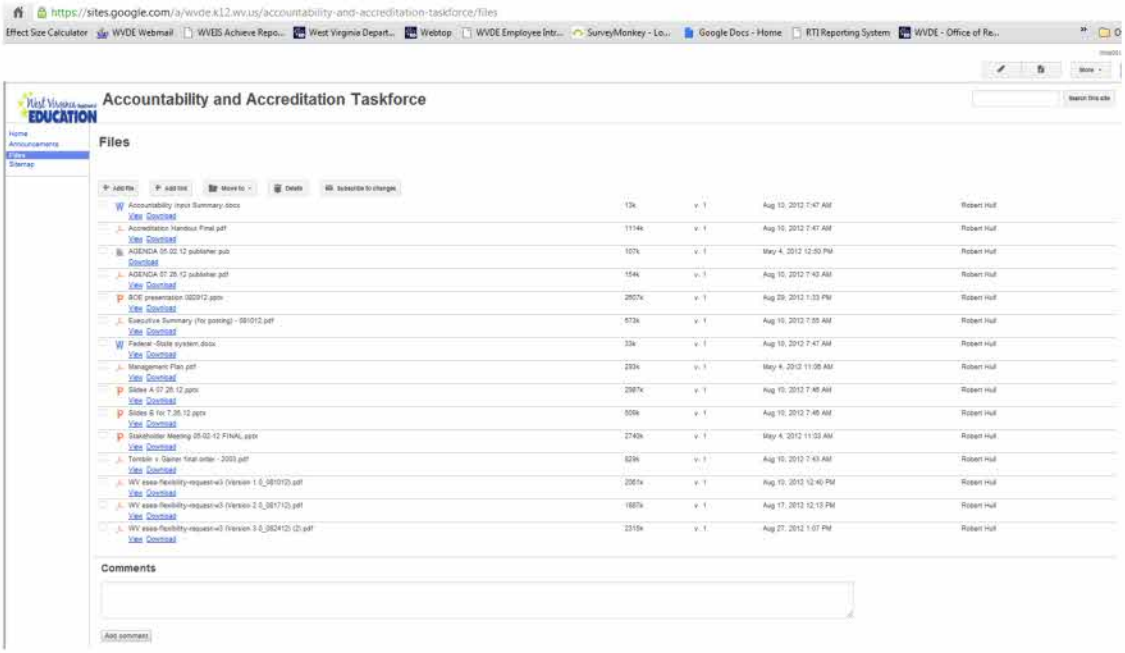


Figure 5. WVAASAC Site Files Subpage



Attachment 2:

Comments on Request Received from LEAs
(and the general public)

Table 1 provides all comments received from LEAs via the Google site created to solicit feedback regarding West Virginia's Decision to seek Flexibilty from ESEA. See Attachment 1 for more details of this process.

Table 1. Comments Received from LEAs Regarding West Virginia's Decision to Seek Flexibility from ESEA

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
2/27/2012 14:52:21	I applaud the WVDE for submitting a wavier while the WVDE takes steps necessary to plan for the implementation of ESEA flexibility. I have reviewed the letter and attachments and feel that our State Department of Education is moving in the right direction.	Kanawha
2/27/2012 18:33:24	On behalf of the Members of the Clay County Board of Education, and the Clay County Schools Staff, I fully support the WVDE request for an NCLB Waiver as specified in the letter from Dr. Jorea Marple, West Virginia State Superintendent of Schools. Kenneth Tanner, Superintendent Clay County Schools	Clay County School/Clay County
2/28/2012 8:53:49	On behalf of Ohio County Schools, I would like to enter this letter of support for the West Virginia Department of Education request for a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA) to permit West Virginia to use the same annual measurable objectives (AMOs) that West Virginia used for AYP determinations based upon assessments administered in the 2010-2011 school year to make such determinations for the 2011-2012 school year. This one-year waiver from escalating AMOs will allow all schools in Ohio County to continue to improve the quality of instruction, to utilize a balance of assessment data to monitor student learning and achievement, to provide reasonable and practical solutions for Ohio County's graduation rate, and to develop greater knowledge and understanding of student growth data among all teachers, principals, students, parents, and stakeholders in the district. In addition, the one-year waiver allows Ohio County Schools the opportunity to develop greater understanding of the Common Core Next Generation Content Standards and Objectives and to expand implementation of Next Generation CSOs without facing the negative consequences of the escalating AMOs and resulting AYP designation. Ohio County Schools fully supports the West Virginia Department of Education's request for the One-Year AMO Flexibility.	Ohio
2/29/2012 21:55:36	The WV Schools for the Deaf and the Blind supports the WV Department of Education's request for a waiver while it works to complete a comprehensive flexibility package. Our teachers will appreciate the absence of burdensome stress and anxiety associated with striving for higher AMOs in exchange for the opportunity for targeted focus on identified student needs. Dr. Lynn Boyer Superintendent	West Virginia Schools for the Deaf and the Blind

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
3/1/2012 9:08:53	Logan County Schools is in favor of the WVDE flexibility waiver and the AMO freeze. This allows for more of our schools to meet AYP and encourages teachers and students with a more reachable goal.	Logan
3/1/2012 10:53:57	Although, NCLB had the right goals in mind, the law's one size fits all approach has proven ineffective as a mechanism for accountability and, as a result, discouraged state efforts to improve student achievement and make progress in education. NCLB provides too simplistic a view of whether schools are meeting children's needs. The way NCLB measures proficiency is flawed because it fails to account for meaningful progress and improvement. The 2014 goal is statistically impossible to attain. We fully support the WVDE in their attempt to secure a waiver of this flawed piece of legislation.	Raleigh County
3/1/2012 11:08:16	On behalf of the Kanawha County Title I schools, I encourage the WVDE to select both waivers #2 and #3 as part of the application process. By doing so, Title I schools will be relieved of the stringent NCLB sanctions.	Kanawha
3/1/2012 12:59:17	Mingo County's central office directors and coordinators have carefully reviewed the information provided by Dr. Jorea Marple's office and the West Virginia Board of Education. Our questions and concerns following the February 24, 2012, webinar on the request for a waiver of section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, have been addressed in the documents provided. Mingo County Schools Local Education Agency supports this much needed waiver.	Mingo
3/1/2012 14:19:09	We commend the WVDE for requesting this waiver to give our schools a fighting chance. We too believe this allowance will increase the quality of instruction and thus improve the overall academic achievement by removing the pressure to meet the ever increasing AMO's. This waiver will provide our schools the opportunity to show growth on the WESTEST 2 and thus make AYP and be rewarded for their hard work.	Monongalia

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
3/1/2012 15:00:07	The Marion County Board of Education supports the West Virginia Department of Education's (WVDE) request to waiver section 1111(b)(2)(H) of the Elementary and Secondary Education Act of 1965 (ESEA). We understand this 1-year waiver will permit WV districts to use the 2010-2011 annual measurable objectives (AMOs) in determining AYP for the 2011-2012 school year. Seven of nineteen Marion County schools were identified for improvement under the 2010-2011 AMOs for AYP. If the current AMO-AYP trajectory is enforced - and the percent of students performing at the mastery and above level is the same in 2011-2012 as in 2010-2011 - all but one of Marion County's schools will be identified for improvement during the 2012-2013 school year. Although much effort has been devoted this school year to improving student achievement at the seven identified schools, the resources available to offer assistance are limited. The financial and personnel resources of Marion County would not be great enough to assist eighteen schools – each having unique issues relative to student performance. The Marion County Board of Education believes the U.S. Department of Education's requirements for granting the 1-year waiver have or will be met: • WV students have college and career readiness standards in both reading/language arts and mathematics. A senior level course utilizing adaptive computer technology is offered to Marion County students who need better mathematics preparation for college entry-level courses or the workplace. A college and career readiness senior level reading/language arts course is being developed for implementation during the 2012-2013 school year. • Measures of annual performance growth by students will be available to school districts – including Marion County. A potential performance growth model developed by the WVDE Office of Assessment and Accountability has been reviewed by Marion County's Superintendent and curriculum staff. Given such a model, the teachers and administrators of the district believe they will be better informed when making instructional decisions. • The WVDE has identified the persistent achievement and graduation gaps that exist among WV's students. The Marion County Board of Education has the necessary data to identify the achievement and graduation gaps that are particular to Marion County students. We further agree to provide such data to the WVDE or to the U.S. Department of Education. The Marion County Board of Education supports and agrees to provide assistance to the WVDE in its effort to seek ESEA flexibility. We believe the comprehensive flexibility package will permit our district to move forward with the implementation of the Next Generation Content Standards and Objectives (Common Core) as well as the development of a better accountability assessment program.	MARION COUNTY
3/2/2012 15:02:58	After listening to the information provided via the earlier communication and reading the waiver request to be submitted to the USDE, we fully support the waiver request. We believe that it is important, with the transition to the Common Core Standards, that our school administrators and teachers have the opportunity to make necessary adjustments in order to meet those	Boone County

Timestamp	Please enter your comments in the text box below. Feel free to use as much space as necessary.	LEA/County Name:
	standards. . . .	
3/2/2012 15:39:41	We support the NCLB Waiver. It is the right thing to do for our schools, our teachers, and our students. The elimination of using one accountability measure to "grade" schools will be a relief. The development of a meaningful accountability system using multiple measures makes sense and will give schools and school districts a clear picture of where they stand. We support the three key sections: college and career ready provisions, revision of the accountability system, and the revised teacher system. We especially support the development of an achievement model that provides teachers, students and parents growth data on student performance.	Berkeley County
3/2/2012 15:53:56	Brooke County supports the efforts of Dr. Jorea Marple in her quest to seek the NCLB waiver enabling West Virginia to freeze its Annual Measurable Objectives (AMOs) to the 2010-2011 school year percentages. Brooke County Educators understand that the waiver request seeks temporary relief as West Virginia works toward crafting a comprehensive flexibility package.	Brooke
3/5/2012 10:30:15	Excellent! Thank you, Dr. Marple, WVBOE and WVDE staff!	Grant

Table 2 includes all comments received from LEAs and the general public via the online comment option provided to gather feedback on West Virginia's plans for each Principle (See *Attachment 3 – Notice and Information Provided to the Public Regarding the Request* for more details about the online comment feature used in West Virginia).

Table 2. Comments Received from LEAs and the Public via the Online Comment Option

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
15-Aug	NAME REMOVED Sp. Ed Case Manager Upshur County School Buckhannon, WV	No Child Left Behind is a "pipe-dream". The fact that all students are to be on grade level by a certain date is an unreasonable expectation. All special education students are not going to be at the mastery level regardless of how fantastic the teacher or school system. If that could happen you would need a magic wand. We need to have realistic expectations with strong accountability. Tighten the ropes on some administration that allows less that competent educators in the classroom. Bring out all the stops to bring the lower-achieving students up to their maximum potential. To use a term no commonly adhered to in public education, get some common sense with our student, teachers and schools in general.
16-Aug	NAME REMOVED Principal Nicholas BOE Richwood WV	The No Child Left Behind Act is a joke, if you have a large cell size of special ed look out. Let us go with growth or improvement from one year to the next.
16-Aug	NAME REMOVED Ex. Director of Special Education Berkeley County Schools Martinsburg WV	I really believe that the whole Waiver will end up being just one more thing to add to the already burdensome mound of paper work. I thought the waivers were to give us relief. This will end up being just one even larger monitoring program. What we really need to do is get to the heart of the problem in education, finding, hiring and keeping good teachers. This applies to items 2 and 3. Thanks
16-Aug	NAME REMOVED Principal Kanawha County Schools, Nitro Elem. Nitro WV	I support the petition to grant a waiver to allow schools more time to concentrate on fully developing their plans to meet the requirements of NCLB.
16-Aug	NAME REMOVED PARENT FAIRVIEW WV	I do not believe in the no child left behind act. I think if a child is failing in certain areas they need to be held back if they cannot make the grade.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
16-Aug	NAME REMOVED Teacher Dunmore WV	I am a special education teacher and I have many concerns about the upcoming demands with the new next generalizations CSO's will be putting on special education students. I am most familiar with the math curriculum and the demands of the upcoming math classes do not meet the needs of the students and the goals set forth in their IEP's. These students need math skills that will prepare them for life! They will not be using Trig/PreCal but now they will be required to take these classes. This will lead to frustration and will contribute to higher dropout rates among students with disabilities. I also have so many frustrations with the fact that the classes now are based on professional or skilled, we have always had students and will continue to have students who will go straight to the work place, to tell them they cannot choose that route is a slap in the face to many. So now if they are not professional they have to take a vocational pathway in something we offer that might not be a thing that they have any interest in or plan to pursue as a career. This is just not right. As a parent of an elm child I worry that my son is going to fall behind by the changes that the state of WV is making. They are going to be focusing on learning the changes and the quality of education is going to suffer.
16-Aug	NAME REMOVED Principal Mercer County/ Bluewell School Bluefield WV	I like how Acuity and WV Writes will gradually transition to the Next Generation standards. I believe this will prepare students and teachers for testing expectations for the future Smarter Balanced Assessment. In regard to the Pre-K through 2 assessment, it depends on the rigor. Yes, we need to know their levels for instructional purposes. However, we need to be careful about how much stress we put on young students. They may be tired of testing by the intermediate grades, which can lead to a lack of interest in education later on. How accurate will the assessment results be for students in grades Pre-K through 2?

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
17-Aug	NAME REMOVED Assistant Principal Spring Valley High School Huntington WV	I am of the opinion that the No Child Left Behind Legislation is a failure. It sets goals that are frankly impossible.
17-Aug	NAME REMOVED Teacher AFT Huntington WV	The goals for the lower functioning special education students are not appropriate for these students. We need to focus more on basic skills with them. 55 IQ should not be taking the Westest. They are moderately mentally impaired and are incapable of passing the Westest, just ask any Special Education college professor. When IDEA first started I had a severe to moderate classroom of students and many of them had jobs when they left high school. Most of them still have the same job or jobs or a similar type now, 18 years later. Due to the academic push with these students instead of teaching them functional skills, they no longer have jobs when they leave high school and are nonproductive citizens as adults. Also, professors on the college level in the area of child development should be consulted on the appropriate depth of knowledge level questions for the Westest. Questions on the Westest do not match the depth of knowledge skill level appropriate for the age of the child and makes it very difficult for them to succeed. It also causes frustration in all students, especially Special Education students. Abstract thought is not developed until at least middle school age and expecting elementary students to be able to use abstract thought is unattainable.
17-Aug	NAME REMOVED teacher Wyoming County BOE Pineville WV	West Virginia needs additional time to plan for and deliver a program of study that meets and exceeds the demands of college and career readiness.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
17-Aug	NAME REMOVED 6th Grade Language Arts teacher Oak Glen Middle School New Cumberland WV	In my opinion, Principle 1 is ambitious and well-written. Detailed explanations for how we will address our goal of preparing all of our students for college and career-readiness are evident. The Next Generation CSOs are definitely more rigorous, definitely in the middle and upper grade levels, and especially for special education students. Professional development is needed in order to implement these standards effectively, which this principle acknowledges. Some positives I have noted in this principle include: increase in professional development opportunities, much-needed textbook adoption for social studies and mathematics, and aligning ACUITY, WV Writes, and Teach 21 to Next Generation CSOs so teachers do not have to learn a new system considering we are already use to the format of these resources and teaching tools. Some things I think the WVDE should be aware of include the fact that some counties do not communicate PD opportunities to their staff. I am fortunate to live in a county that is great about passing along information from the WVDE, but I know some teachers who aren't as fortunate. Furthermore, if TLI is one of the only options for PD open to us, how will that work for counties who may adopt a balanced calendar, effectively year-round, when the PD opportunity is scheduled during the summer? Who will pay for subs for the counties who are under the balanced calendar to send teacher leaders to attend the PD? Finally, the new standards are much more rigorous and require us to prepare all children, regardless of disabilities, for college and career-readiness. This will require more professional development for general educators and special educators alike; however, in some counties general educators are shut-out of PD for special educators. This needs to be addressed because we have the responsibility of educating all children according the child's LRE, and children with special needs deserve to have general educators who are professionally trained and knowledgeable.
17-Aug	NAME REMOVED teacher Lumberport Middle School Lumberport WV	Please support Principle one provisions.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
17-Aug	NAME REMOVED teacher Lumberport Middle School Lumberport WV	Please support all provisions in this policy!
17-Aug	NAME REMOVED	I can only hope that this change will liberate the children of this state from the "test". There is such a stifling crush to "teach to the test" that it seems our children all over the state are being prevented from learning and expressing themselves creatively. As a parent, it breaks my heart that so much emphasis is on one test. It's a good snapshot to have but it should not be the end-all, be-all.
17-Aug	NAME REMOVED Principal Melrose Elementary Princeton WV	It is very important for all involved to feel successful. At this rate, everyone will feel like a failure..
18-Aug	NAME REMOVED SPED Teacher Teacher Summersville WV	The No Child Left Behind has left so many children behind that our test scores are getting lower and there are more teachers putting their students on the APTA test just so they won't have to take the Westest. This is due to the fact that children are being left in the dark and are falling further behind.
20-Aug	NAME REMOVED Counselor Kanawha County Schools Charleston WV	Specific career guidance materials should be developed and adopted so that all students at each grade level will receive the same instruction.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
20-Aug	NAME REMOVED CTE Instructor John Marshall HS Glen Dale WV.	All I ask is keep in mind that not all students aspire to be college graduates as statistics have shown. We need to gear our focus on industry and what it requires of our future workforce. A good way to do this is have ALL teachers of every subject have a workforce advisory committee. When developing curriculum, we need to ask ourselves "Can this be applied to industry?" If the answer is "No", then we need to ask what the relevance is. I realize there are key core classes--reading, writing, math-- that students should be proficient in. However, they should have mastered these core subjects by high school so that they can focus on career building classes. With that said, we need to ask why Perkins funding is being cut rather than increased..
20-Aug	NAME REMOVED Fairmont WV.	Laws should only be changed by Congress.. Allowing the Department of Education to grant waivers allows them to determine the measurements. I do not like the imbalance of power. We the people need to demand an overhaul of the law and then have on representative with our input develop the standards.
21-Aug	NAME REMOVED Teacher WV	Disagree with NO Child Left Behind.
22-Aug	NAME REMOVED Science Chair Hurricane High School Hurricane WV	I would love to see some emphasis on helping our children develop work habits that allow them to STAY in college...that said, this is an excellent initiative that presents us with an opportunity to REALLY HELP WV CHILDREN!

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
22-Aug	NAME REMOVED Principal Ritchie County Schools Pennsboro WV	We must look at directing services toward individual needs. From what I can tell, NCLB is expecting all students to meet the same requirements; regardless of what the student's needs may be. I see this separation toward individual needs during a student's 11th and 12th grade years, but by this time it is too late for many students. This separation of skill levels need to be more of a focus in the earlier grades, like around the 7th grade, in order for a student to get the basic skills needed; not just for college, but also for a vocational area or toward the workforce. I realize that the design of the current plan is meant for equal opportunities; but I feel that it is working the opposite effect by causing a separation of student abilities before some even start high school.
22-Aug	NAME REMOVED Counselor Weberwood Elementary School Charleston WV	The proposed access to AP courses sounds very fair to me, as well as being fair to the students! (And, giving them an excellent chance to compete with others in the world of academia and eventually the work force).
22-Aug	NAME REMOVED Principal Adult institutional Education Grafton WV	I like the proposal to move away from NCLB and use the guidelines mentioned for measuring student achievement and instructional practices throughout West Virginia. I look forward to reading the final draft before making additional comments.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
22-Aug	NAME REMOVED Teacher CCMS Clay WV	The following is taken directly from the document. I found it difficult to follow and recognized many ways to reword the sentence to enhance comprehension (also a VERY long sentence). Who will provide? - and the first line seems poorly worded. ... Could read... "So and So will provide the SEA's college-career readiness transition and implementation plans by..." etc. Also is "an SEA" correct? "a SEA" seems more appropriate - unless the agency is what we are referring to and the State part doesn't matter. I understand we are asked for content comments but this paragraph bothers me :) Thanks! 1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled ESEA Flexibility Review Guidance for Window 3, or to explain why one or more of those activities is not necessary to its plan.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
23-Aug	NAME REMOVED Counselor Wyoming County Board Oceana WV	As a former high school counselor and now elementary and middle school counselor, I can say it would be in the interest of the students and educators to waive testing. The reasons, in my opinion, are many; however, I will name a few that I have seen firsthand. As a high school counselor, I was responsible for all testing in the building. The first year I was in the high school setting, 3 years ago, I administered 9 tests. I was unable to work with the students one-on-one for any reason other than testing.. The curriculum has been narrowed to such a point that each student is on the same pathway regardless of college bound students or vocational students. Educators are expecting students to pass Trigonometry in order to graduate even if they do not plan to attend high school. I agree we must prepare students to attend college, but not every student will need to take Trigonometry. As a result, the dropout rate sky rocketed because many students could not pass the math requirements. The curriculum should be more individualized rather than "lumping" the students in one category such as "college bound". I can mention at least 2 areas we have failed our students. As a parent, my youngest daughter was graduating high school and she could not address an envelope. I had to explain to her how to address her high school graduation announcements. My daughter could not balance a check book. In years past, when I graduated from high school, these were skills I knew. We must teach our students life skills as well as to be college bound students. The other area is with the use of technology. I am a fan of technology; however, calculators should not be used in mathematics. When my daughter graduated from high school, she could do Trigonometry on a calculator, but when she went to college, she forgot her multiplication tables, decimals, and how to work fractions because she was accustomed to using a calculator. The professors at her college did not allow the use of calculators. My daughter had to re-learn these skills. As a counselor, almost every student I work with has a parent or parents who are addicted to drugs. Many students are being raised by their grandparents.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
		Many have lost a parent or both parents to drugs or their parents are incarcerated. How can we expect our children to come in our classrooms and sit in a seat to take a test when they may have had to witness a fight before they came to school? My hopes are that we get back to a more individualized way of teaching and we cannot do that if we are so concerned about the test. West Virginia has wonderful educators who only want the best for our students. I am so impressed with the things the state department has in the works for our students. Policy 4373 is an outstanding policy that I believe will help the students. We have much to be thankful for and proud of in our state. I enjoy my position and I enjoy working with the students. Let's get back to working with our students and preparing them for life beyond high school. Thank you for taking my thoughts into consideration.
24-Aug	NAME REMOVED Principal WVDE/OAIEP WV	I support the state wide initiative to prepare our students (both K-12 and adult level) for college and career readiness futures. I believe this request will provide that common blend of postsecondary and career job related skilled employment opportunities for our students and our state.
25-Aug	NAME REMOVED Teacher/Parent Shady Spring Middle School Daniels WV	I am concerned about the AYP requirement regarding the % of HS graduates. Students who take more than 12 years to finish their graduate requirements or finish HS by completing their GED are not in the equation for the HS's APY. In fact, the school is penalized by not having those students not finish high school in 12 years. I feel that there should be flexibility in this matter. The effort a student and the teachers make to ensure the goal of graduation is achieved is being ignored and, in some cases, made to look like poor judgment instead of the persistence and financial responsibility.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
27-Aug	NAME REMOVED Principal NAESP/WVAEMSP/Winchester Avenue School Martinsburg WV	The WV ESEA Waiver Proposal accurately reflects WV's efforts to increase the rigor and instructional methods to adequately prepare our students ((Pre-K through 12) for college and career readiness upon graduation. I did notice in the 'Public Involvement in the Development' of the request that the teachers' organizations were mentioned, but there is no mention of the Principals' Associations: West Virginia Association of Elementary and Middle School Principals (WVAEMSP) and the West Virginia Association of Secondary School Principals (WVASSP) that are the state affiliates of NAESP and NASSP respectively. I served on the task force for the development of the new Principal's Evaluation as a representative on the elementary principals' association.
27-Aug	NAME REMOVED Teacher RLBMS Weston WV	No Child Left Behind was a failure from the start. Education Plans should be developed at the state level because History, Location, Economic Conditions, and other areas must be considered. I welcome the new approach.
28-Aug	NAME REMOVED Parkersburg WV	Principle 1 looks fine to me.

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
29-Aug	WV Developmental Disabilities Council Charleston WV	The WV Developmental Disabilities Council appreciates the opportunity to provide comments on the proposal for an ESEA Waiver. They are as follows. Principle 1: College-And Career-Ready Expectations for all Students The WV Developmental Disabilities Council (WVDDC) is pleased to see the intent to deliver special education services within the context of general education. The Council would like to see an increase in the percentage of students who are in general education for more than 80% of the day. The WVDDC is also pleased to see an emphasis being placed on strengthening the instructional expertise of special and general educators. Students with disabilities will improve as teachers improve their abilities to develop and modify curriculum to meet each child's needs. In this area, the Council would also like to see increased challenge in the curriculum and instructions for students with disabilities, since low expectations guarantee low results. The WVDDC commends the Board for its focus on students with severe cognitive disabilities and encourages all attempts to increase teachers' knowledge and expertise in technology options. Teachers' knowledge of options and expertise in tailoring technology to meet individual student need is crucial for the enhancement of the competencies of all students in general, and students with severe cognitive disabilities in particular. . The WVDDC appreciates the focused attempts to prepare teachers to provide appropriate services to students with autism, and encourages the same focus on all students with significant disabilities. The WVDDC would also encourage more efforts to be made in the area of transition for all students with disabilities from high school to adult life, particularly to meaningful employment, and also including the exploration of opportunities for higher learning. The Council has worked closely with staff from the OSP over the past three years to modify curriculum for Career Technical Education (CTE) programs which would allow students with disabilities to obtain an Individualized Work Readiness Certificate (IWRC) in a program in order to obtain employment in

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
		the area for which they are qualified. The Council encourages the WVDE to accelerate its plans to formalize and clarify CTE program completion and compliance requirements for the IWRC. Questions regarding testing have resulted in reluctance on the part of some CTE programs to move forward with plans to modify curricula for students with developmental disabilities. The CTE IWRC program is recognized as a national model for employment and career training for students with developmental disabilities. The WVDDC would like to see the WVDE work to make this program available to students with developmental disabilities in each of the 55 counties, and will make available the technical assistance and support to begin the process of developing IWRC programs.
29-Aug	NAME REMOVED WVTESOL Board, Advocacy Representative WVTESOL (ESL teachers professional association) Charles Town WV	Assurances Section: How are ELLs and ESL teachers represented on the Committee of Stakeholders? Principle 1: For the Universal Design process and Teacher Leadership Institutes, what is the role/representation of ESL professionals? Are ESL teachers included in SPL training? "The Office of Special Programs and the Office of Assessment will address this challenge by assuring that students with disabilities including those who are English Language Learners (ELLs) have opportunities to access the curriculum ..." How? Planning for ELLs with special needs is a difficult area. Who will provide the expertise? Is SIOP training specifically part of the plan for all counties? Will the state fund it? Will Principals Training include training on ELLs? WVTESOL member comments indicate administrators more ELL training. How much ELL information will be incorporated in the Higher Ed Institutes?

DATE SUBMITTED	INDIVIDUAL AND ORGANIZATION	COMMENTS
		WVTESOL members identified needs in this area.
31-Aug	NAME REMOVED ELL Teacher WVTESOL K-12 Board Member Berkeley Springs WV	I appreciate that there is language that prioritizes college or job readiness. Every year these goals are part of my discussions with parents and students. Has it been considered that for ELL students who have not achieved ELP by the time they graduate, that there needs to be resources at the secondary level to help these students transition? West Virginia ELL students strive to go on to secondary education, but once there they do not always have support to help them continue their path to ELP. I am also concerned that the ACT and SAT exams do not allow portions of the test to be read; neither are they provided small group or lone testing rooms like students with IEPs. Some students have relied on the accommodations they have received on WESTEST and other assessments through their LEPs, but they are at a disadvantage when taking college exams. They do not have the accommodations they need.

Attachment 3:

Notice and Information Provided to the Public Regarding the Request

West Virginia has solicited continuous two-way communication regarding the development of our ESEA Flexibility Request via an online comment option provided to stakeholders statewide at http://wvde.state.wv.us/policies/esea.html. West Virginia posted an extended executive summary of our request via this site in early August 2012 and provided the complete draft of our ESEA Flexibility Request at four week-long intervals for public comment. Version 1.0 was provided on August 10, 2012, Version 2.0 on August 17, 2012, Version 3.0 on August 24, 2012, and Version 4.0 on August 31, 2012. The site featured an embedded commentary feature whereby any member of the public or visitor to the site could provide input regarding the state's plan to address each principle included in the Request

The online comment option was promoted among every media outlet in West Virginia, sent to every Parent Teacher Association president, to all of the state's 25,000 teachers and representatives of West Virginia's major teacher organizations, to all county superintendents, chief instructional leaders, curriculum directors, special education directors, county test coordinators, to every county board member in our 55 county school districts, to student organizations, to the state's minority communities, to West Virginia law makers and statewide business organizations. The link was also sent to representatives from the WV Advisory Council for the Education of Exceptional Children, the WV Autism Training Center, and the WV Developmental Disabilities Council. Feedback from this online option is included in Attachment 2. All public comments were reviewed and appropriate items were incorporated into the final Request prior to submission. Figures 1 and 2 in this section provide screen captures illustrating the public comment option.

Table 1. Groups from Which West Virginia Solicited Feedback Using the Online Comment Option.

Group
WEST VIRGINIA PARENT TEACHER ORGANIZATION, PTA PRESIDENTS
PARENT EDUCATIONAL RESOURCE CENTERS
WEST VIRGINIA AFRICAN AMERICAN COMMUNITY
ENGLISH LANGUAGE LEARNERS COMMUNITY
HIGHER EDUCATION: EDUCATION COLLEGE DEANS; EDUCATION PREPARATION PROGRAMS
EDUCATION COMMUNITY, INCLUDING COUNTY SUPERINTENDENTS, TEACHERS, PRINCIPALS, CHIEF INSTRUCTIONAL LEADERS, MATH TEACHERS, SCHOOL NURSES, HEALTH AND WELLNESS TEACHERS, SCHOOL COUNSELORS, TEACHER LEADERSHIP INSTITUTE MEMBERS, MILKEN FAMILY FOUNDATION EDUCATORS, SPECIAL EDUCATION DIRECTORS, COUNTY TEST COORDINATORS, COUNTY PERSONNEL DIRECTORS, TRANSPORTATION DIRECTORS, SOCIAL STUDIES TEACHERS, CTE TEACHERS, CHILD NUTRITION DIRECTORS, SCHOOL FINANCE DIRECTORS
REGIONAL EDUCATIONAL SERVICE AGENCIES
WEST VIRGINIA SCHOOL BOARDS ASSOCIATION, COUNTY BOARD PRESIDENTS
WEST VIRGINIA DEPARTMENT OF EDUCATION STAFF
CENTER FOR PROFESSIONAL DEVELOPMENT
LOCAL SCHOOL IMPROVEMENT COUNCIL CHAIRS
FACULTY SENATE CHAIRS
WEST VIRGINIA LEGISLATURE
TEACHER UNIONS: WVEA, WVAFT, PROFESSIONAL EDUCATORS
SPECIAL EDUCATION COMMUNITY: WV ADVISORY COUNCIL FOR EDUCATION OF

EXCEPTIONAL CHILDREN, WEST VIRGINIA AUTISM TRAINING CENTER, WEST VIRGINIA DD PLANNING COUNCIL
STUDENT GROUPS: FFA, FBLA, 4H, STUDENT GOVERNMENT LEADERS
BUSINESS COMMUNITY: EDUCATION ALLIANCE, VISION SHARED
WEST VIRGINIA GOVERNOR'S OFFICE
NATIONAL CONGRESSIONAL DELEGATION

Furthermore, the site http://wvde.state.wv.us/waiver/, established in January 2012, served as a springboard for informing Local Education Agencies (LEA) of our decision to pursue a waiver to freeze West Virginia's Annual Measurable Objectives for reading/language arts and mathematics to the levels approved in the state's Accountability Workbook for the 2010 – 2011 school year and for general information on our broader ESEA Flexibility Request.

The remaining Figures in this section (Figure 3 through Figure 6) provide screen captures from this site.

Body of Email Inviting Comments:

SUBJECT: Seeking Comments

Dear Education Colleague,

The West Virginia Board of Education is requesting public comment on a proposal seeking relief from certain provisions of the Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act.

The flexibility request requires the West Virginia Department of Education to develop a rigorous and comprehensive plan designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction. Work on the request is being guided by the Accountability and Accreditation Stakeholder Committee, which includes representatives of the West Virginia Board of Education, county school superintendents, school principals, parents, teachers, teacher organizations and others.

Educators, parents and community members are encouraged to review and provide comment on the proposed flexibility request. The request can be viewed on the West Virginia Department of Education website at http://wvde.state.wv.us/policies/esea.html

The proposal will remain on public comment until Aug. 31. If approved by the U.S. Department of Education, the waiver would free West Virginia public schools from certain federal rules and deadlines to focus on improving learning and instruction.

Figure 1. Public Website Requesting Comments on West Virginia's ESEA Flexibility Request

Figure 2. Detailed View of Subpage Requesting Comment on ESEA Flexibility Request Narrative

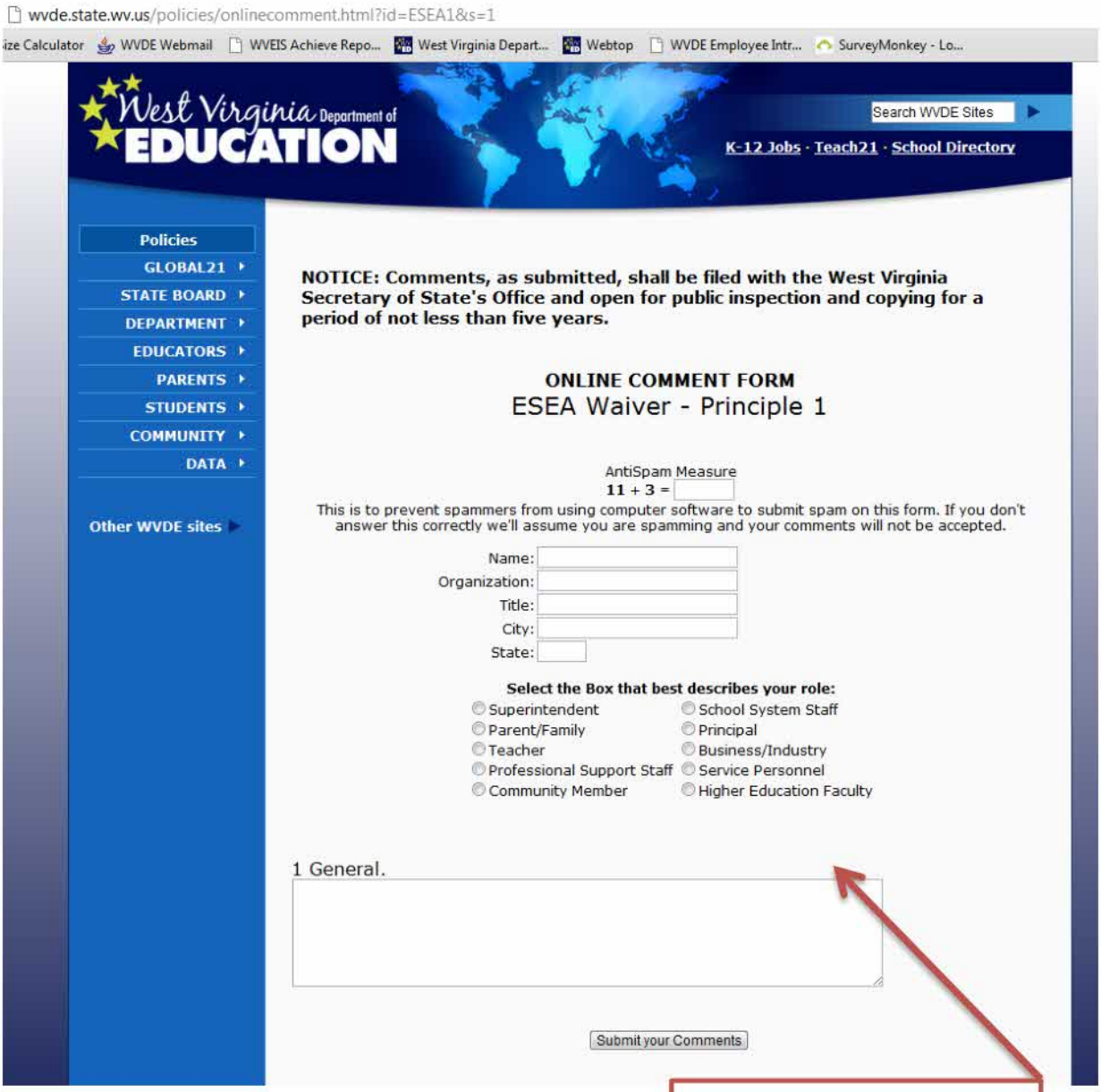


Figure 3. Press Release Regarding West Virginia's Decision to Request Flexibility from the No Child Left Behind Act

Link to Website created in February 2012 to provide facts, Questions and Answers, and a copy of the state's formal request to US ED to freeze AMOs to 2010 – 11 levels while preparing an ESEA Flexibility Request.

Figure 4. Website Created in February 2011 to Provide Information to the Public Regarding West Virginia's Decision to Pursue Flexibility from ESEA.

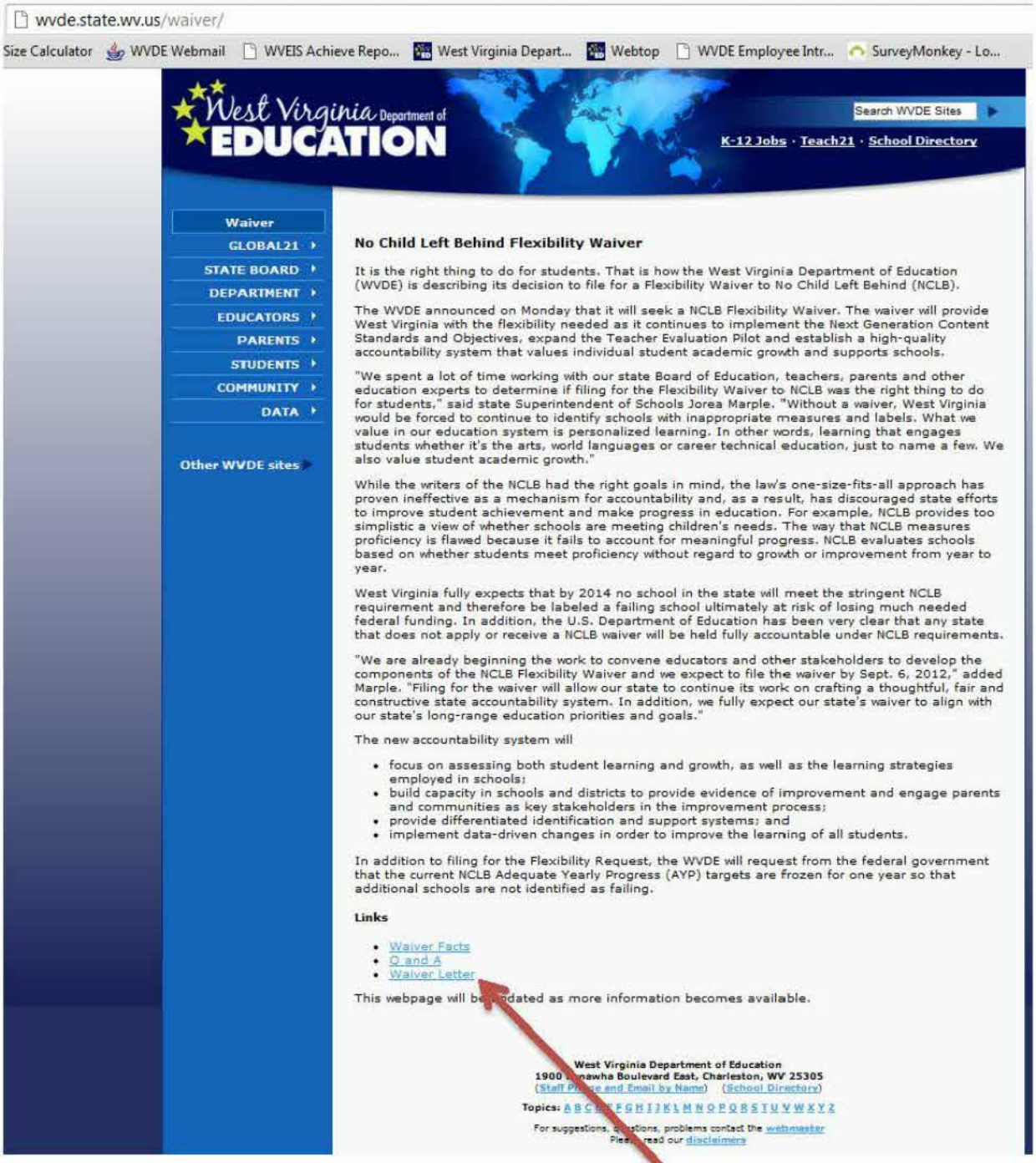


Figure 5. Waiver Facts Subpage

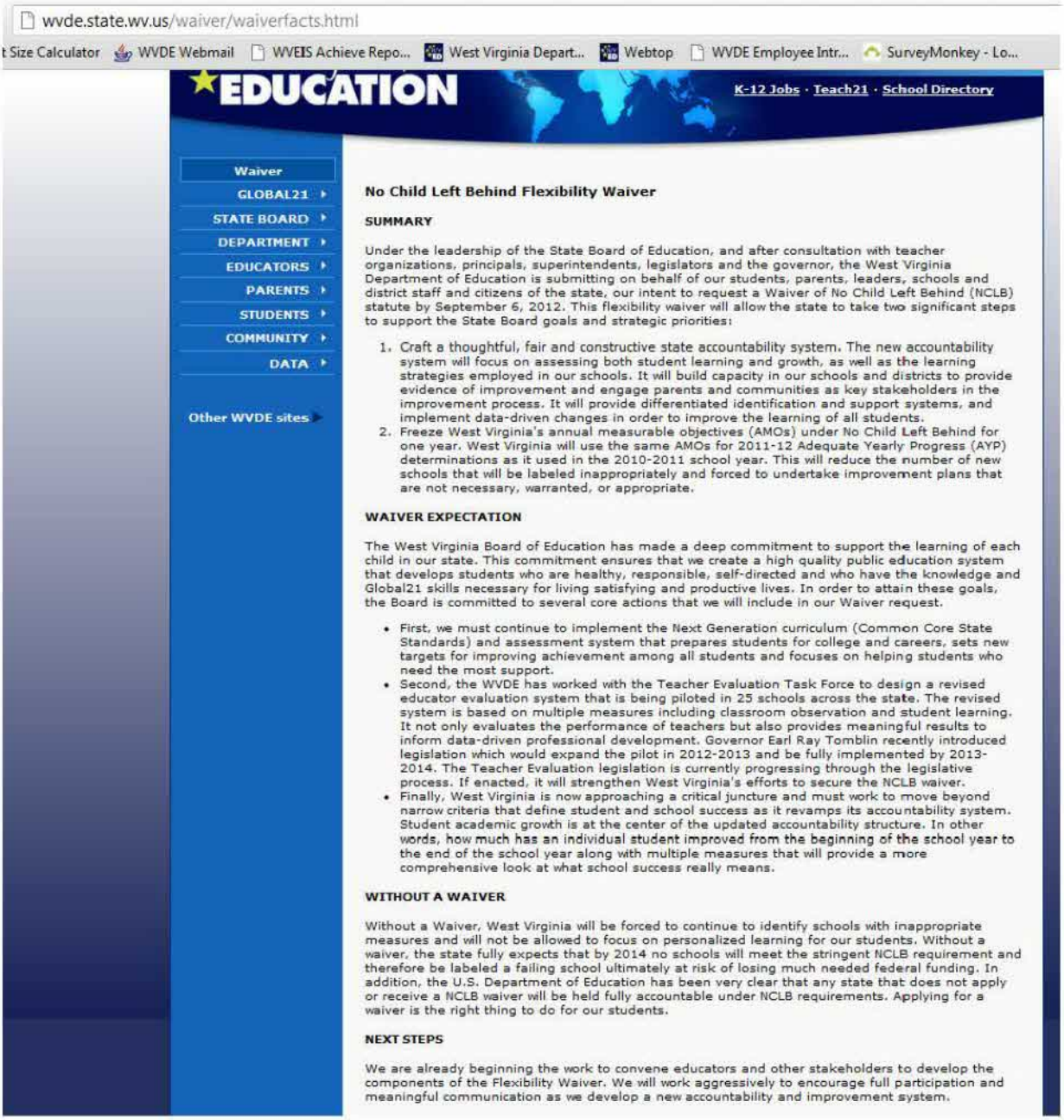


Figure 6. Wavier Questions and Answers Subpage.

Attachment 4

Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process

1. Board Minutes from the May 12, 2010 meeting of the WVBE unanimously approving adoption of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics.

2. Board Minutes from the January 12, 2011 meeting of the WVBE unanimously approving a schedule of adoption for the Common Core State Standards

3. Informational Update provided to the WVBE on January 2011 titled, "*Update on Common Core State Standards Implementation.*" Referred to as "Attachment L" in January 12, 2011 meeting minutes.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
May 12, 2010

I. Call to Order

President Priscilla M. Haden called the meeting of the West Virginia Board of Education (WVBE) to order at 12:30 p.m. on May 12, 2010, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Delores W. Cook, Michael I. Green, Burma Hatfield, Lowell E. Johnson, L. Wade Linger Jr., and Gayle C. Manchin, and ex officio Steven L. Paine, State Superintendent of Schools. Members absent were ex officios Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

II. Approval of Agenda

Upon motion by Ms. Phillips, seconded by Ms. Hatfield, the Board unanimously approved the agenda.

III. Initial Individual School Education Performance Audit Report for Brooke High School, Brooke County

Dr. Kenna R. Seal, Director, Office of Education Performance Audits (OEPA), reported that an announced on-site review (five days in advance) was conducted at Brooke High School on March 24, 2010. Ms. Mary K. Harvey DeGarmo, Superintendent, Brooke County Schools, addressed the Board regarding the audit report.

Upon the recommendation of Dr. Seal and a motion by Ms. Phillips, seconded by Mrs. Cook, the Board unanimously directed that Brooke HighSchool revise its Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment A.)

IV. Initial Individual School Education Performance Audit Report for Oak Glen Middle School, Hancock County

Dr. Seal reported that an announced on-site review (five days in advance) was conducted at Oak Glen Middle School on March 25, 2010.

Upon the recommendation of Dr. Seal and a motion by Dr. Johnson, seconded by Mr. Dunlevy, the Board unanimously directed that Oak Glen HighSchool revise its Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment B.)

V. Initial Education Performance Audit Reports for Roane County School District and Geary Elementary/Middle School, Reedy Elementary School, Spencer Elementary School, Walton Elementary/Middle School, Spencer Middle School and Roane County High School

Dr. Seal reported that announced on-site reviews (five days in advance) were conducted at the Roane County School District, Geary Elementary/Middle School, Reedy Elementary School, Spencer Elementary School, Walton Elementary/Middle School, Spencer Middle School and Roane County High School on March 31 and April 1, 2010. The OEPA conducted the reviews which concentrated on student, school and school system performance and progress. The reviews also consisted of resource evaluation. Dr. Johnson requested an update regarding Geary Elementary/Middle School be provided at the June meeting, whereupon, Mr. Chuck Heinlein, Executive Director, WVDE Office of Organizational Effectiveness and Leadership,addressed the Board and indicated that the WVDE will be visiting Roane County's three lowest performing schools in the fall. Dr. Johnson requested that, at the June meeting, school counselor responsibilities be revisited.

Upon the recommendation of Dr. Seal and a motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board, with eight members voting yes, and one member, Dr. Johnson, voting no, directed that Roane County School District and its schools revise the Five-Year Strategic Plans within 30 days and correct the findings noted in the reports by the next accreditation cycle. (Copy appended to Official Minutes, Attachment C.)

VI. West Virginia Secondary School Activities Commission *Series 2*, Athletics, Provisions Governing Eligibility, and *Series 3*, Provisions Governing Contests

Mr. Gary Ray. Executive Director, West Virginia Secondary School Activities Commission (WVSSAC), presented WVSSAC Series 2 and 3 for the Board's consideration. Proposed changes include adding clarification to existing rules, making rule statements consistent with other sports and clarifying the length of quarters for middle and 9th grade teams.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously approved WVSSAC Series 2, at sections 7.2.1 and 7.2.5, and Series 3, at sections 19.1, 21.1, 23.2.1, 23.9.2, 23.9.9 and 26.1 for placement on public comment for 30 days. (Copy appended to Official Minutes, Attachment D-1 and D-2.)

VII. Break

President Haden called for a break at 1:50 p.m.

VIII. Call to Order

President Haden called the meeting back to order at 2:05 p.m.

IX. Common Core Standards K-12

Ms. Carla Williamson, Executive Director, WVDE Office of Instruction, presented Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century CSOs and resources with implementation to occur Fall 2011 for the Board's consideration.

Upon motion by Dr. Johnson, seconded by Mrs. Manchin, the Board unanimously approved the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century CSOs and resources with implementation Fall 2011. (Copy appended to Official Minutes, Attachment E-1 and E-2.)

X. Policy 2422.7, Standards for Basic and Specialized Health Care Procedures

Ms. Rebecca King, Coordinator, WVDE Office of Healthy Schools, presented Policy 2422.7 for the Board's consideration. The Basic and Specialized Health Care Procedure Policy and the accompanying Procedures Manual for West Virginia Public Schools outline the safe standard of care for performing and delegating health care procedures during curricular and co-curricular activities. W. Va. Code §18-5-22 requires the regular convening of the Council of School Nurses for the purpose of reviewing and recommending additions and revisions to the Procedure Policy and Manual.

Upon motion by Mrs. Cook, seconded by Ms. Phillips, the Board unanimously approved Policy 2422.7 for placement on public comment for 30 days. (Copy appended to Official Minutes, Attachment F.)

XI. Policy 2520.19, 21st Century Advisor/Advisee 5-12 Content Standards and Objective for West Virginia Schools

Mr. Heinlein presented Policy 2520.19 for the Board's consideration. Policy 2520.19 was revised to include standards, objectives and performance indicators for grades 5-8 which are aligned with national career transitions and school improvement initiatives.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously approved Policy 2520.19. (Copy appended to Official Minutes, Attachment G.)

XII. Policy 3233, Establishment and Operation of Regional Education Service Agencies

Ms. Betty Jo Jordan, Executive Assistant to the State Superintendent, presented Policy 3233 for the Board's consideration. Policy 3233 was revised to implement the recommendations of the RESA stakeholders group and to remove attachments from the policy. The previous policy attachments will become part of a guidance document.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved Policy 3233, as amended, effective July 1, 2010. (Copy appended to Official Minutes, Attachment H-1 and H-2.)

XIII. Policy 5800, Standards of Professional Practice for West Virginia Superintendents, Principals and Teacher Leaders

Ms. Lydia McCue, Special Assistant, State Superintendent's Office, presented Policy 5800 for the Board's consideration. The West Virginia Collaborative for Leadership Development and Support worked for 18 months to develop leadership standards and a Master Plan for leadership improvement. The adoption of these new standards is the foundational step in the implementation of the collaborative work. Dr. Johnson requested that, at a future revision, the policy be more specific with regard to the school principal and ancillary services. Ms. McCue responded that a policy guidance document, to be distributed with Policy 5800, addresses Dr. Johnson's concern.

Upon motion by Dr. Johnson, seconded by Ms. Hatfield, the Board unanimously approved Policy 5800, as amended, effective July 1, 2010. (Copy appended to Official Minutes, Attachment I.)

XIV. Approval of Teacher Preparation Program at Wheeling Jesuit University

Ms. Lori Wiggins, Executive Director, WVDE Office of Professional Preparation, presented a teacher preparation program at Wheeling Jesuit University, approved by the Educator Preparation Program Review Board (EPPRB), for the Board's consideration.

Upon motion by Mrs. Manchin, seconded by Mr. Dunlevy, the Board unanimously approved the Educational Leadership program leading to an initial administrative licenses endorsed for principal and supervisor of instruction, PreK-Adult and superintendent, submitted by WJU with the understanding that once the leadership standards are adopted into policy and a timeline by which administrator preparation programs are to realign to the new standards that WJU will be required to align its program to the established standards. (Copy appended to Official Minutes, Attachment J.)

XV. Elementary Education Program at West Virginia University

Ms. Wiggins presented, for the Board's information, an educator preparation program at West Virginia University (WVU) that would lead to licensure for a Professional Teaching Certificate endorsed for Elementary Education. The EPPRB is waiting for the authorization from the WVU Board of Governors which is scheduled to meet on June 4, 2010. Once the Board of Governors authorizes the

program to be offered at WVU, the EPPRB will make a recommendation to the WVBE at the June meeting.

XVI. Future Meetings

The next regular meeting of the Board will be held May 13, 2010, in Charleston, West Virginia.

XVII. Adjournment

President Haden declared the meeting adjourned at 2:42 p.m.

Minutes approved by the Board on June 9, 2010.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
January 12, 2011

I. Call to Order

President Priscilla M. Haden called the meeting of the West Virginia Board of Education (WVBE) to order at 12:30 p.m. on January 12, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, William M. White and ex officios John T. Mattern, State Superintendent of Schools, and Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission. Student representative in attendance was Lexi Miller of Vienna, West Virginia, who attends Parkersburg High School (Wood County). Members absent were Burma Hatfield and ex officio James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

II. Recognitions

President Haden presented the 2010 *Paul J. Morris* Character Educator of the Year Award to Ms. Deb Austin Brown, communications center teacher at Alban Elementary in Kanawha County.

Ms. Liza Cordeiro, Executive Director, WVDE Communications Office, presented *Global21 Moments*, spotlighting Gilmer, Kanawha, and Logan County Schools for the Board's information.

III. Delegations

Mr. Dan Matheny (distributed information), Ms. Brenda Troitino and Mr. Thomas Brown, citizens of Fayette County, addressed the Board regarding the proposed closure of Mount Hope High School. Mr. Michael Martin, Mayor (distributed information), City of Mt. Hope, and Reverend Matthew Watts (distributed information), President and CEO, HOPE Community Development Corporation, addressed the Board regarding potential uses for the Mount Hope High School building/property. (Copy appended to Official Minutes, Attachment Q.)

IV. Approval of Agenda

Upon motion by Dr. White, seconded by Dr. Johnson, the Board unanimously approved the agenda.

V. Middle College Dropout Prevention Program

Mr. George S. Krelis (distributed information), Superintendent, Dr. Dianna Vargo, Assistant Superintendent, Ohio County Schools, and Mr. Alfred N. Renzella, Superintendent, Marshall County Schools, provided information to the Board regarding a middle college initiative that serves as a dropout prevention program. It was requested that the Board make this a legislative initiative and that it be used as a model for statewide use. Superintendent Mattern reported that legislation is being written to support the Governor's education initiative to specifically address dropout prevention. Dr. Johnson questioned the use of community colleges as an avenue to provide alternative programs; RESAs were also mentioned as possible providers. By consensus, the Board endorsed the middle college dropout prevention program. (Copy appended to Official Minutes, Attachment R.)

VI. Initial Individual School Education Performance Audit Report for Gilmore Elementary School, Jackson County

Dr. Kenna R. Seal, Director, Office of Education Performance Audits (OEPA), reported that an announced on-site review (five days in advance) was conducted at Gilmore Elementary School November 4, 2010. Mr. Blaine C. Hess, Superintendent of Jackson County Schools, addressed the Board regarding the audit findings.

Upon the recommendation of Dr. Seal and a motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously directed that Gilmore Elementary School revise its Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment A.)

VII. Break

President Haden called for a break at 2:05 p.m. Chancellor Noland joined the meeting.

VIII. Call to Order

President Haden called the meeting back to order at 2:24 p.m.

IX. Initial Individual School Education Performance Audit Reports for Flinn Elementary School and Watts Elementary School, Kanawha County

Dr. Seal reported that announced on-site reviews (five days in advance) were conducted at Flinn Elementary and Watts Elementary Schools November 8-9, 2010. Ms. Jane Roberts, Assistant Superintendent, Kanawha County Schools, Ms. Evelyn Haynes, Principal, Watts

Elementary, and Ms Beth Ann Scott, Principal, Flinn Elementary, addressed the Board regarding the audit reports. Mr. Linger joined the meeting.

Upon the recommendation of Dr. Seal and a motion by Dr. Johnson, seconded by Mr. Green, the Board unanimously approved Flinn Elementary School's report and directed that Watts Elementary School revise its Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment B.)

X. Initial Individual School Education Performance Audit Report for McNinch Primary School, Marshall County

Dr. Seal reported that an announced on-site review (five days in advance) was conducted at McNinch Primary School November 18, 2010.

Upon the recommendation of Dr. Seal and a motion by Mr. Green, seconded by Ms. Phillips, the Board unanimously directed that McNinch Primary School revise its Five-Year Strategic Plan within 30 days and correct findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment C.)

XI. Initial Individual School Education Performance Audit Report for Sistersville Elementary School, Tyler County

Dr. Seal reported that an announced on-site review (five days in advance) was conducted at Sistersville Elementary School November 17, 2010.

Upon the recommendation of Dr. Seal and a motion by Mr. Dunlevy, seconded by Mrs. Manchin, the Board unanimously directed that Sistersville Elementary School revise its Five-Year Strategic Plan within 30 days and correct findings noted in the report by the next accreditation cycle. (Copy appended to Official Minutes, Attachment D.)

XII. Capacity Building for Low Performing Schools

Mr. Chuck Heinlein, Executive Director, WVDE Office of School Improvement, provided a brief summary of support services provided to Keyser High School (Mineral County), the Mason County School District, and the West Virginia Schools for the Deaf and the Blind.

XIII. Consent Agenda

President Haden requested that *Consent Agenda* items *B.1. Amendment and Closure - Fayette County Comprehensive Educational Facilities Plan (CEFP)* and *B.4. Waivers of West Virginia Board of Education (WVBE) Policies and Regulations, Superintendent Interpretations and State Statutes and Legislative Rules*, be removed from the *Consent Agenda* for discussion and action to immediately follow the approval of the *Consent Agenda*. Upon motion by Dr. Johnson, seconded by Mrs. Manchin, the Board unanimously approved the Consent Agenda as amended. (Copies appended to Official Minutes, Attachments E, G and H.)

- Meeting minutes of December 8, 2010 (Attachment E)

- Amendment to the Hardy County Ten Year (2010-2020) Comprehensive Educational Facilities Plan to include the installation of 1,000 L. F. of 6" water line to tie into the East Hardy Early/Middle School and East Hardy High School. It also includes a provision for the installation of a water service pipe riser and a sprinkler system at East Hardy High School. (Attachment G)

- Closure of Harts Intermediate and Harts Primary Schools, effective at the end of the 2010-2011 school year, as approved in the Lincoln County Ten Year (2010-2020) Comprehensive Educational Facilities Plan (Attachment H).

XIV. Amendment and Closure - Fayette County Comprehensive Educational Facilities Plan (CEFP)

President Haden requested Dr. Dwight Dials, Superintendent of Fayette County Schools, and Mr. Leon Ivey, member of the Fayette County Board of Education, address the Board regarding the Fayette County Board of Education's request to amend its Ten Year (2010-2020) Comprehensive Educational Facility Plan to include the closure of Mount Hope High School and the reassignment of the 5th grade students from Mount Hope High School to Mount Hope Elementary School and the 6th-8th grade students from Mount Hope High School to Collins Middle School. Dr. Jorea Marple, Deputy State Superintendent of Schools, addressed the Board regarding a plan of action for the repurposing of Mount Hope High School should it be closed. Discussion ensued regarding the proposed closure, reassignments and repurposing of Mount Hope High School should it be closed. Concern was issued that a comprehensive plan of action be in place prior to the closure of a facility in order that an orderly transition occur. Superintendent Dials indicated that immediate action would be taken with regard to a comprehensive plan of action for the repurposing of Mount Hope High School should the facility be closed.

Following discussion, Mr. Dunlevy called for the question. Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board approved the closure of Mount Hope High School and the reassignment of the 5th grade students from Mount Hope High School to Mount Hope Elementary School and the 6th-8th grade students from Mount Hope High School to Collins Middle School. (Copy appended to Official Minutes, Attachment F.)

XV. Waivers of West Virginia Board of Education (WVBE) Policies and Regulations, Superintendent Interpretations and State Statutes and Legislative Rules

President Haden requested that Ms. Betty Jo Jordan, Executive Assistant to the State Superintendent, provide clarification regarding the countywide waiver request from Marshall County Schools.

Upon motion by Ms. Phillips, seconded by Dr. Johnson and unanimously carried, the Board approved the two requested waivers of WVBE policy. (Copy appended to Official Minutes, Attachment I.)

XVI. Break

President Haden called for a break at 3:28 p.m.

XVII. Call to Order

President Haden called the meeting back to order at 3:41 p.m. and requested that: 1) Dr. Marple provide (and she complied) information regarding the Globaloria presentation (due to weather issues, Governor Caperton was unable to attend the meeting); and 2) *New Business* item *A. West Virginia School Service Personnel Employee of the Year Award Program* be taken up prior to *Board Reports*.

XVIII. West Virginia Board of Education School Service Personnel Employee of the Year Award Program

Mr. Keith Burdette (distributed information), Executive Director, WVDE Office of Human Resources, and Ms. Jackee Long, President, West Virginia School Service Personnel Association (AFT-WV), presented a proposed West Virginia Board of Education School Service Personnel Employee of the Year Award Program for the Board's consideration. The WVDE, the West Virginia School Service Personnel Association, and West Virginia Education Association, sought the endorsement of the WVBE to implement a School Service Personnel Employee of the Year Award Program. The program will recognize the contributions of education support personnel to their schools and communities and honor those who have demonstrated exceptional skill and dedication in the performance of their jobs. Finalists for the award would be selected from county nominees and the winner would be announced at a future meeting of the WVBE.

Upon motion by Mrs. Manchin, seconded by Dr. White, the Board unanimously endorsed the West Virginia Board of Education School Service Personnel Employee of the Year Award Program. (Copy appended to Official Minutes, Attachment J and addendum.)

XIX. Board Reports

Legislative Committee (*Committee of the Whole*). President Haden provided information regarding the committee meeting that took place on December 22 and reported that, as a result of the meeting, a letter has been issued to Governor Tomblin for his consideration in advance of the legislative session. The committee received information regarding the budget and issued support for the technology plan, raising the funding cap for RESAS, and a pay raise for teachers. The Board's Professional Development Committee will meet January 13 to receive information and discuss essential planning time for 21st century instruction and learning. It was requested that a legislative update be provided to the Board at its February meeting.

Common Ground: Education and the Military Committee. President Haden provided a brief overview of the January meeting; agenda topics included legislative action on a bill for the Interstate Compact for Children of Military Families and expression of interest from the Governor's Office regarding the Interstate Compact, development of Memorandum of Understanding with WVDE and branches of the military, creation of a database for schools, and communication plan. President Haden stated that information regarding Project PASS will be presented to the Board at a future meeting. President Haden requested that Dr. Amelia Courts (distributed information), Assistant State Superintendent, Division of Educator Quality and Student Support, provide an update regarding educator evaluation. (Copy appended to Official Minutes, Attachment S.)

Local School Improvement Council (LSIC) Committee. Mrs. Manchin provided a brief overview of the January 11 meeting; agenda topics included school responses to a proposed LSIC PowerPoint for the LSIC webpage, update on resource/module development, report on collection of LSIC chair information and next steps.

Secondary School Redesign Committee. Ms. Phillips provided a brief overview of the January 12 meeting; agenda topics included Review of Proposed Process and Timeline for Implementation of the Secondary School Redesign Model and Presentation to WVBE on February 9, 2011.

Board Member Reports. President Haden attended a School Building Authority meeting, AP honors event, RESA 5 meeting. Chancellor Noland issued his thanks to the Department's technology staff for assistance provided to his office over the past couple of months.

XX. Designation of Recommended Applicants as Education Innovation Zones per Policy 3236

Dr. Johnson (distributed information) reported that the committee reviewed 26 applications and presented the committee's recommendations (13 applications) for the Board's consideration for Innovation Zone status. Mr. Linger reported that the committee approved Braxton County's implementation plan with funding provided from the previous year. Dr. Johnson stated that it is the consensus of the committee that funding is needed for implementation.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the committee's recommendations and granted Innovation Zone status to the applicants found in the attachment. (Copy appended to Official Minutes, Attachment K.)

XXI. Recess

President Haden recessed the meeting at 4:33 p.m. and announced that the meeting would reconvene on January 13, 2011, at 9:00 a.m. in the same location.

XXII. Reconvene

President Haden reconvened the meeting of January 12, 2011, at 9:00 a.m. on January 13, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, William M. White and ex officio John T. Mattern, State Superintendent of Schools. Student representative in attendance was Lexi Miller of Vienna, West Virginia, who attends Parkersburg High School (Wood County). Members absent were Burma Hatfield ex officios Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

XXIII. Approval of Lease/Purchase Agreement for Replacement of HVAC Units on behalf of Fayette County Schools

Ms. Heather L. Deskins, general counsel for the WVDE and WVBE, presented a lease/purchase agreement for replacement of HVAC units on behalf of Fayette County Schools for the Board's consideration. This lease/purchase agreement will finance new 35 ton and 60 ton replacement HVAC units for Fayetteville Institute of Technology due to failures of the existing 37-year old units. Terms are $490,726 payable over ten years at 4.45% interest with a monthly payment of $5,073.99.

Upon motion by Ms. Phillips, seconded by Mr. Dunlevy, the Board, with seven members voting yes and one member, Dr. White, voting no, approved the lease/purchase agreement for replacement of HVAC units on behalf of Fayette County Schools with the stated terms of repayment. (Copy of signed resolution appended to Official Minutes, Attachment T.)

XXIV. Adoption of Common Core State Standards Implementation Schedule

Mr. Robert E. Hull, Assistant State Superintendent, WVDE Division of Curriculum and Instructional Services, and Ms. Carla Williamson, Special Assignment, WVDE Office of Instruction, presented the implementation schedule for the Common Core State Standards for the Board's consideration. In May 2010 the Board unanimously approved the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century Content Standards and Objectives and resources with implementation Fall 2011. In preparation for the 2014-2015 administration of the new assessment developed by the SMARTER Balanced Assessment Consortium, of which West Virginia is a governing state, we are recommending the following schedule for implementation of West Virginia Content Standards and Objectives fully aligned with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics: Kindergarten, 2011-2012; First Grade, 2012-2013; Second Grade, 2013-2014; and Third through Twelfth Grades, 2014-2015.

Upon motion by Dr. Johnson, seconded by Dr. White, the Board unanimously approved the implementation schedule for the Common Core State Standards. (Copy appended to Official Minutes, Attachment L.)

XXV. Approval of 2011-2012 WVBE Statewide Professional Development Goals

Dr. Johnson presented the Board's 2011-2012 statewide professional development goals for the Board's consideration.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the 2011-2012 statewide professional development goals. (Copy appended to Official Minutes, Attachment M.)

XXVI. WVBE Strategic Plan Data Report

Dr. Marple presented an update regarding the WVBE's strategic plan data report. (Copy appended to Official Minutes, Attachment Mc and addendum.)

XXVII. WVBE Personnel Matters

President Haden, in accordance with W. Va. Code '6-9A-4(b)(2)(A), requested a motion to move into Executive Session to consider the selection of a State Superintendent of Schools. Upon motion by Mr. Green, seconded by Dr. White and unanimously carried, the Board entered into Executive Session at 9:31 a.m.

XXVIII. Return from Executive Session

The Board returned from Executive Session at 10:22 a.m. at which time President Haden announced that no action was taken and no decisions were made. Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the Board's personnel items. (Copy appended to Official Minutes, Attachment N.)

XXIX. Recess

President Haden recessed the meeting at 10:25 a.m. and announced that the meeting would reconvene, upon conclusion of the Teacher of the Year Press event, on January 13, 2011, in the same location.

XXX. Reconvene

President Haden reconvened the meeting of January 12, 2011, at 11:41 a.m. on January 13, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger

Jr., Gayle C. Manchin, William M. White and ex officio John T. Mattern, State Superintendent of Schools. Student representative in attendance was Lexi Miller of Vienna, West Virginia, who attends Parkersburg High School (Wood County). Members absent were Burma Hatfield ex officios Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

XXXI. State Superintendent's Report

Superintendent Mattern (distributed information) presented Department personnel items for the Board's information and reported that he has met with Governor Earl Ray Tomblin, President Haden, Dr. Marple, former Superintendent Steven L. Paine, and Chancellor Noland, attended various Board committee meetings, met with the RESA executive committee, met with Mingo County and the School Building Authority, and provided an overview of the 2011 Quality Counts State of the States report. (Copy appended to Official Minutes, Attachment O and addenda.)

Plan of Action for Technology. Ms. Brenda Williams (distributed information), Executive Director, WVDE Office of Instructional Technology, presented a plan of action for West Virginia's alignment to the National Education Technology Plan. Ms. Miller provided her perspective regarding the use of technology at Parkersburg High School. (Copy appended to Official Minutes, Attachment U.)

XXXII. Board Items for Future Consideration

President Haden requested that items, inclusive of any requested during the meeting, that members wish considered for placement on a future agenda are to be provided to her as soon as possible. (Copy appended to Official Minutes, Attachment P.)

XXXIII. Selection of State Superintendent of Schools Executive Session

President Haden, in accordance with W. Va. Code '6-9A-4(b)(2)(A), requested a motion to move into Executive Session to consider the selection of a State Superintendent of Schools. Dr. White moved, and Mr. Green seconded, the motion. Prior to the call for the question Mr. Linger requested, and Ms. Cordeiro provided a response, regarding the process used to post the position announcement. Mr. Linger questioned whether the Board should repost the position. Discussion ensued regarding reposting the position. Following discussion, Dr. White and Mr. Green withdrew their motion for an executive session. Mr. Linger then moved that the Board extend the search deadline and hire a firm to assist the Board in conducting a nationwide search. Mr. Green seconded the motion. Discussion ensued regarding the motion. Upon the call for the question the motion failed with four members (Mr. Dunlevy, President Haden, Dr. Johnson, and Ms. Phillips) voting no, and four members (Mr. Green, Mr. Linger, Mrs. Manchin and Dr. White) voting yes.

President Haden, in accordance with W. Va. Code '6-9A-4(b)(2)(A), requested a motion to move into Executive Session to consider the selection of a State Superintendent of Schools. Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board entered into Executive Session at 12:55 p.m.

XXXIV. Return from Executive Session

The Board returned from Executive Session at 1:25 p.m. at which time President Haden announced that no action was taken and no decisions were made. President Haden announced that Ms. Carolyn Long, Dr. Mark Manchin and Dr. Jorea Marple would be offered an interview for the position of State Superintendent of Schools.

XXXV. Future Meetings

The next regular meeting of the Board will be held February 9, 2011, in Charleston, West Virginia. The meeting will continue on February 10, 2011, if the agenda is not completed on February 9, 2011.

XXXVI. Adjournment

Upon motion by Dr. Johnson, seconded by Mr. Dunlevy and unanimously carried, the Board adjourned at 1:27 p.m.

Minutes approved by the Board on February 9, 2011.

Update on Common Core State Standards Implementation

Informational update to WVBOE – January 2011

1. **Board adopted Common Core State Standards in May 2010**
   Upon motion by Dr. Johnson, seconded by Mrs. Manchin, the Board unanimously approved the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and the Common Core State Standards for Mathematics for alignment with West Virginia's 21st Century Content Standards and Objectives and resources **with implementation Fall 2011.**

2. 85-member stakeholder group, consisting of classroom teachers at all programmatic levels who are responsible for the teaching of English, language arts, literacy and mathematics, as well as faculty representing Higher Education and staff from the WVDE, began the alignment work in October 2010.

3. We anticipate that the alignment work will be completed by May 2011. The work group members are quite positive and complimentary of the content of the CCSS. The work schedule is highly structured and purposeful with specific goals for each of the scheduled sessions between now and April 9. Future Work Session Dates and Locations are as follows:

February 3-5, 2011	Bridgeport Conference Center
March 3-4, 2011	Beckley Country Inn & Suites
April 8-9, 2011	Bridgeport Conference Center

4. The WVDE Office of Instruction has established a Committee of Stakeholders to make recommendations relevant to the implementation of the Common Core State Standards. This stakeholder group is comprised of representatives from professional organizations, principals from each of the three programmatic levels, teachers from each of the three programmatic levels, superintendents, chief instructional leaders, RESA staff and WVDE staff.

5. On June 30, 2010 Dr. Paine requested permission from Secretary of Education Arne Duncan to conduct an alignment of the CCSS to the present WV State Summative Assessment WESTEST2. We have not received a response to this request.

6. In preparation for the 2014-2015 administration of the new assessment developed by the SMARTER Balanced Assessment Consortium, of which WV is a governing state, we are recommending the following rollout schedule for implementation of West Virginia Content Standards and Objectives fully aligned with the Common Core State Standards:

2011- 2012	Kindergarten
2012-2013	First Grade

Update on Common Core State Standards Implementation

2013-2014	Second Grade
2014-2015	Third –Twelfth Grade

Spring 2015 is the first administration of the new assessment developed by the SBAC. Three staff members from WVDE were selected as members of the SBAC Work Groups identified:

Pat Dillon	Assessment Design: Test Administration
Lou Maynus	Assessment Design: Performance Tasks
Carla Williamson	Formative Processes and Tools/Professional Development

Teachers working on the alignment of the CCSS are recommending specific professional development required by the content of the CCSS. The Office of Instruction will begin development and implementation of this professional development in the summer of 2011; professional development will continue through 2015; and a capacity-building model will support teachers in all 55 counties.

7. Teacher Leadership Institute 2011 will have a two-pronged focus:
   (1) We will continue to provide professional development to school-based teams with a focus on developing an understanding of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science* and the *Common Core State Standards for Mathematics*. This is a year-long professional development experience with support provided throughout the following school year via technology.
   (2) We will provide professional development focused on building an understanding of the Kindergarten CCSS to 200 county-identified kindergarten teacher leaders. The professional development will not only develop the teacher leaders' understanding of the CCSS, but it will also prepare them to be facilitators of the learning of other kindergarten teachers in their respective counties and RESAs. This is a year-long professional development experience with support provided throughout the following school year via technology.

8. Common Core State Standards for Social Studies and Science continue to be under development. Three members of the WVDE staff are currently working on CCSSO Social Studies Assessment, Curriculum and Instruction (SSACI) State Collaborative on Assessment and Student Standards (SCASS) that is developing the CCSS for Social Studies: Joey Wiseman, Pat Dillon and Carla Williamson. Martha Burke and Robin Anglin are closely monitoring the work on the CCSS for Science. The conceptual framework, developed by National Research Council's Board on Science Education, will be followed by the actual development of the CCSS and it is our understanding ACHIEVE, Inc. will have a role in this development. The National Science Teacher Association provides frequent updates on the progress being made.

Attachment 6

State's Race to the Top Assessment Memorandum of Understanding (MOU)

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **June 8, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of West Virginia**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

__X__ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

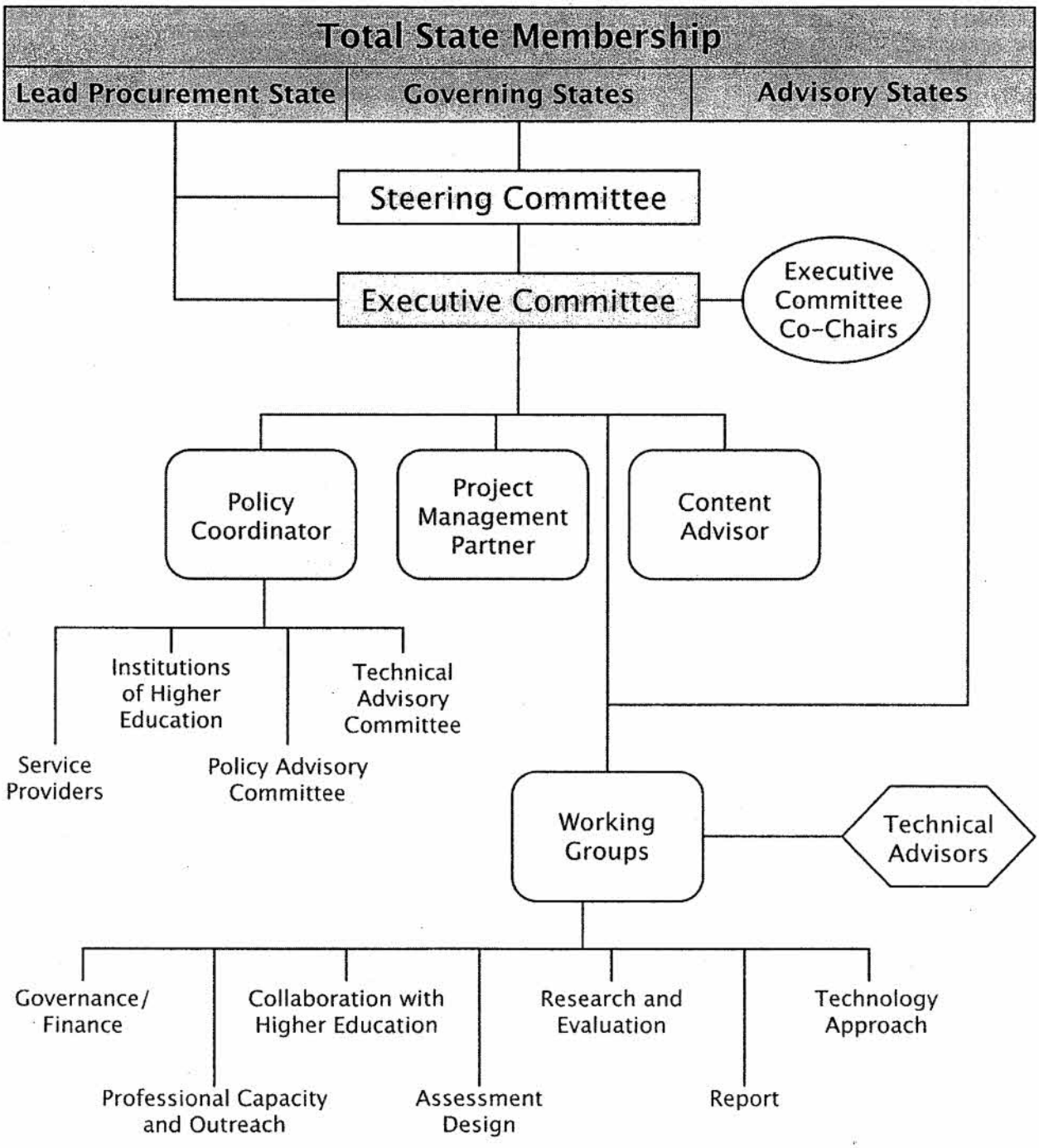
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium
Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium
Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

[remainder of page intentionally left blank]

(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks

(h)(i)(A) ADVISORY STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all "Advisory States" in the Consortium.)* As an Advisory State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Advisory States, and agree to be bound by the statements and assurances made in the application.	
State Name:	
Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name):	Telephone:
Signature of the Chief State School Officer:	Date:
President of the State Board of Education, if applicable (Printed Name):	Telephone:
Signature of the President of the State Board of Education, if applicable:	Date:

(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: West Virginia	
Governor or Authorized Representative of the Governor (Printed Name): Governor Joe Manchin III	Telephone: 1 888.438.2731
Signature of Governor or Authorized Representative of the Governor:	Date: 6/8/10
Chief State School Officer (Printed Name): Dr. Steven L. Paine	Telephone: 304.558.2681
Signature of the Chief State School Officer:	Date: 6/8/10
President of the State Board of Education, if applicable (Printed Name): Priscilla M. Haden	Telephone: 304.558.3660
Signature of the President of the State Board of Education, if applicable:	Date: 6/8/10

(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances.

(Required from all States in the Consortium.)

I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium, provided that the State of West Virginia makes all purchases resulting from participation in the Consortium according to the requirements set forth in West Virginia Code § 5A-3-1 et seq., and the West Virginia Code of State Rules § 148-1-1 et seq.

§ 5A-3-19. Purchases from federal government and other sources

(a) Notwithstanding any other provision of this article, the director may, upon the recommendation of a state spending unit, participate in, sponsor, conduct, or administer a cooperative purchasing agreement or consortium for the purchase of commodities or services with agencies of the federal government, agencies of other states, other public bodies or other state agencies, if available and financially advantageous. At the discretion of the director, bids may be solicited to determine whether participation in such a cooperative purchasing agreement or consortium is financially advantageous.

State Name:
West Virginia

State's chief procurement official (or designee), (Printed Name): Telephone:

David Tincher DAVID TINCHER 304 558-2538

Signature of State's chief procurement official (or designee),: Date:

[redacted] 6/11/10

Attachment 8:

A copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups

Subgroup	Statewide Average Proficiency Mathematics	Statewide Average Proficiency Reading/Language Arts
Asian	74.52	71.31
Black	33.79	37.52
Migrant	40.00	20.00
Hispanic	41.50	44.09
American Indian	43.51	50.23
Limited English Proficient	43.16	38.55
Students with Disabilities	19.95	16.74
Economically Disadvantaged	35.98	37.39
Multi-Race	41.90	44.67
White	47.16	48.96
Pacific Islander	48.78	46.34
All Students	46.55	48.43

Attachment 9:

Reward, Priority, and Focus Schools

LEA Name	School Name	School NCES ID#	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
A	1				F
	2			C	
	3			C	
B	1				F
	2			C	
C	1				F
	2				F
D	1				F
	2			C	
E	1				F
	2				F
	3				F
	4			C	
	5			C	
F	1				F
G	1				F
	2				F
H	1			C	
	2			C	
I	1			C	
J	1				F
K	1				F
	2				F
	3			C	
L	1				F
	2				F
	3				F
	4				F
	5				F
	6				F
M	1				F
	2				F
	3				F
N	1				F
	2				F
	3				F
	4				F
	5				F
	6				F

	7				F
	8			C	
	9			C	
	10			C	
O	1				F
	2				F
	3				F
P	1			C	
	2			C	
Q	1				F
	2				F
	3			C	
	4			C	
	5			C	
R	1				F
S	1				F
T	1				F
	2				F
U	1				F
	2			C	
	3			C	
V	1				F
	2			C	
W	1				F
X	1				F
	2				F
	3				F
	4				F
	5				F
	6				F
Y	1				F
	2				F
Z	1				F
AA	1				F
AB	1				F
	2				F
	3				F
	4				F
	5				F
	6				F
	7			C	

AC	**1**				**F**
AD	**1**				**F**
	2				**F**
	3				**F**
AE	**1**				**F**
AF	**1**				**F**
	2				**F**
AG	**1**			**C**	
AH	**1**				**F**
	2			**C**	
AI	**1**				**F**
AJ	**1**				**F**
	2				**F**
	3				**F**
AK	**1**				**F**
	2				**F**
	3				**F**
	4				**F**
	5			**C**	
	6			**C**	
AL	**1**			**C**	
	2			**C**	
AM	**1**				**F**
	2				**F**
AN	**1**				**F**
	2				**F**
	3				**F**
	4				**F**
	5				**F**
	6			**C**	
	7			**C**	
AO	**1**				**F**
	2				**F**
	3				**F**
TOTAL # of Schools: 160			**0***	**30**	**84**

*Reward schools cannot be identified until schools have demonstrated adequate progress against the WVAI **and** AMOs for High Performing Schools, and adequate progress against the WVAI **or** AMOs for High Progress Schools.

Total # of Title I schools in the State: **350**
Total # of Title I-participating high schools in the State with graduation rates less than 60%**: 0**

Key	
Reward School Criteria: **A. Highest-performing school** **B. High-progress school** **Priority School Criteria:** **C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group** **D-1. Title I-participating high school with graduation rate less than 60% over a number of years** **D-2. Title I-eligible high school with graduation rate less than 60% over a number of years** **E. Tier I or Tier II SIG school implementing a school intervention model**	**Focus School Criteria:** **F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate** **G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate** **H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school**

Appendix 1:

Additional Details Regarding Principle 1.B
(Transition to College and Career-Ready Expectations for All Students)

Table 1-1. Overview of Tasks Associated with WV Next Generation CSOs Adoption, Alignment, and Implementation Milestones

Milestones & Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles
May 2010 WVBE Adopts CCSS for ELA & Literacy and Mathematics	WVBE	See Attachment 4	CCSS	NA (Completed)
September 2010 WV Teachers Adapt CCSS into WV Framework, branding them *the West Virginia Next Generation Content Standards and Objectives* (WV Next Generation CSOs)	WVDE Office of Instruction Educators IHEs	ELA -Policy 2520.1A Math – Policy 2520.2B http://wvde.state.wv.us/teach21/Crosswalks.html	CCSS CCSSO SCASS System	NA (Completed)
January 2011 WVBE Approves WV Next Generation CSOs Implementation Schedule	WVBE	January 2011 Board Minutes	NA	NA (Completed)
Summer 2011 Large Scale Professional Development on WV Next Generation CSOs for WV Kindergarten Teachers and Administrators (Summer TLI #1)	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2011 Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	NA (Completed)
School Year 2011-12 Kindergarten Teachers provide additional train-the-trainer PD on Next Generation CSOs in LEAs	Educators Administrators LEA Staff	NA	Staff Time Financial Resources http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials	LEA Financial Resources and Staff Time Limited Teacher Capacity/Resources to Deliver Required PD
Summer 2012 Large Scale Professional Development on WV Next Generation CSOs for WV	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2012 Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/	NA (Completed)

Milestones & Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles
First, Fourth, Fifth, and Ninth Grade Teachers and Administrators (Summer TLI #2)			http://www.corestandards.org/	
School Year 2012-13 First, Fourth, Fifth, and Ninth Grade Teachers provide additional train-the-trainer PD on Next Generation CSOs in LEAs	Educators Administrators LEA Staff	NA	Staff Time Financial Resources http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials (to be posted)	LEA Financial Resources and Staff Time Limited Teacher Capacity/Resources to Deliver Required PD
Summer 2013 Large Scale Professional Development on WV Next Generation CSOs for Second, Third, Sixth, Seventh, Eighth, and Tenth, Eleventh, and Twelfth Grade Teachers and Administrators (Summer TLI #3)	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	State Budget Reductions
School Year 2013-14 Third, Sixth, Seventh, Eighth and Tenth, Eleventh, and Twelfth Grade Teachers provide additional train-the-trainer PD on Next Generation CSOs in LEAs	Educators Administrators LEA Staff	NA	Staff Time Financial Resources http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials (to be posted)	LEA Financial Resources and Staff Time Limited Teacher Capacity/Resources to Deliver Required PD
Summer 2014 Large Scale Professional Development on WV Next Generation CSOs to follow up with WV K-12 Teachers and Administrators (Summer TLI #4)	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2014 Master Plan for Statewide Professional Development	CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	State Budget Reductions
Fall 2013	Educators LEA Staff	WV BOE Policy 2520.1A WV BOE Policy 2520.2B	NA	State and LEA Budget Reductions

Milestones & Timeline	Parties Responsible	Evidence	Resources	Significant Obstacles
WV Completes PD and Achieves initial Implementation of WV Next Generation CSOs in all Grade Levels				Provision of Adequate Professional Development and Supports Increased Rigor of Standards
School Year 2014-15 First Administration of CCSS-aligned Smarter Balanced Assessment for Grades 3-8 and 11 First Administration of Dynamic Learning Maps (DLM) Alternate Assessment Based Upon Alternate Academic Achievement Standards (AA-AAAS)	WVDE Office of Assessment and Accountability LEAs Educators Administrators	NA	NA	State and LEA Budget Reductions Limited Technology Infrastructure (especially in rural LEAs)

Table 1-2 – Overview of Tasks Associated with Assessing the Linguistic Demands of the WV Next Generation CSOs and Development of Corresponding ELP Standards

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
June 2012 WV joins ELPA21 Consortium	Letter of Support available to peer reviewers upon request	WVDE 13 US States	Staff Time	NA
February 2013 ELPA21 produces ELP Standards that correspond to CCSS in ELA and Literacy, and Mathematics.	ELPA 21 Common ELP Standards Document	ELPA21	Staff Time	Finding Alternative Funding if ELPA 21 Proposal is not funded
February 2013 Stakeholder committee established to conduct review of common ELP standards developed by ELPA21.	Stakeholder Attendance Rosters Completed Review Criteria Documents	WVDE Office of Federal Programs Educators LEAs Administrators	Staff Time Funding State Review Criteria ELPA 21 developed Common ELP Standards	Impending Budget Cuts to State Agencies Ensuring that the Common ELP Standards are developed through ELPA 21 within proposed timeline

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
Spring 2013 Stakeholder committee conducts Revision of Policy 2417 *Programs of Study for Limited English Proficient Students*	Stakeholder Attendance Rosters Completed revised draft of Policy 2417	WVDE Office of Federal Programs Educators LEAs Administrators	Staff Time Funding Completed Review Criteria Documents ELPA 21 developed Common ELP Standards Existing drafts of Policy 2417 and other state ELP Standards	Impending Budget Cuts to State Agencies Ensuring that the Common ELP Standards are developed through ELPA 21 within proposed timeline
Summer 2013 Revised version of Policy 2417 *Programs of Study for Limited English Proficient Students* is provided to WVBE for approval	Comment Logs from the Public Final Approved Version of Policy 2417	WVDE Office of Federal Programs Educators LEAs Administrators	Staff Time	Ensuring that the Common ELP Standards are developed through ELPA 21 within proposed timeline
School Year 2013-14 WV Implements Revised ELP Standards Statewide	County Participation Rosters from Regional PD Sessions County Implementation Plan	WVDE LEAs Administrators Educators	Staff Time Funding Approved Policy 2417 PD Providers	Impending Budget Cuts to State Agencies Ensuring Access through Regional PD

Table 1-3 – Overview of Tasks Associated with Determining the Learning and Accommodation Factors Necessary for Students with Disabilities

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
School Year 2005 – 2006 Publication of *"Special Education Testing Accommodations in West Virginia: An Overview of Practices in 2003-2004"*	WVDE Office of Assessment and Accountability Edvantia, Inc.	Report Available Here	Federal Funding	NA (Completed)
School Year 2009 – 2010 Publication of *"Examining Accommodations in West Virginia (2008-2009)"*	WVDE Office of Assessment, Accountability, and Research WVDE Office of Information Systems	Report Available Here	Staff Time	NA (Completed)
May 2010 WVBE Adopts CCSS for ELA & Literacy and Mathematics	WVBE	Attachment 4	CCSS	NA (Completed)
September 2010 WV Teachers Adapt CCSS into WV Framework, branding them *the West Virginia Next Generation Content Standards and Objectives* (WV Next Generation CSOs)	WVDE Educators IHEs	ELA -Policy 2520.1A Math – Policy 2520.2B http://wvde.state.wv.us/teach21/Crosswalks.html	CCSS CCSSO SCASS System	NA (Completed)
School Year 2010 – 2011 Publication of "*Examining Accommodations in West Virginia: A Descriptive Analysis of Accommodations Specified for Students in Individualized Education Plans, 504 Plans, and Limited English Proficient Plans in 2009-2010"*	WVDE Office of Research WVDE Office of Information Systems	Report Available Upon Request	Staff Time	NA (Completed)
School Year 2011-12 Conduct First Administration of Identifier-Linked Accommodations Provision Monitoring During	WVDE Office of Assessment and Accountability WVDE Office of Special Programs (OSP)	WVS.326 Monitoring Form Available Upon Request Monitoring PPT Presentation Draft Crosswalk document available on request. When published:	Staff Time LEA Staff Time Federal Funding CCSS CCEE	NA (Completed)

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
Summative Assessment WVDE develops Common Core Essential Elements (CCEE) and WV Extended Academic Achievement Standards Crosswalk Document WV Accessible Instructional Materials (AIM) Coordinating Committee Established	WVDE Office of Assessment and Accountability (OAA) WV Accessible Materials Coordinating Committee (WV AIM CC)	http://wvde.state.wv.us/osp/T1.html https://sites.google.com/site/seteachers1/ WVAIM: http://wvde.state.wv.us/osp/accessiblematerials.html	Dynamic Learning Maps Consortium National Accessible Instructional Materials Center (AIM)	
School Year 2012 – 2013 Conduct DIF analyses to examine accommodations comparability. Participate in Technical Assistance Project to Determine Appropriateness of LEP Accommodations WVBE adopts Common Core Essential Elements (CCEE) OSP incorporates CCEE into WV Online IEP OSP develops Instructional Guides based upon CCEE/Extended Standards Crosswalk Document OSP Provides Initial Professional Development on CCEE. OSP and OAA offer Additional Regional PD regarding CCEE rollout WV AIM Coordinating Committee	WVDE Office of Assessment and Accountability CTB/McGraw Hill GWU-CEEE WVBE WVDE OSP WVDE OAA WV AIM CC WVDE Office of Professional Preparation RESAs TAS Specialists National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (NCIPP) Participating pilot LEAs	Results to be Published in WESTEST 2 Technical Report Results of Technical Assistance Project to be Available to Peer Reviewers Upon Request Once Complete WV BOE Policy 2520.16 (when revised). Instructional Guides when published and PD schedules and resources: http://wvde.state.wv.us/osp/T1.html https://sites.google.com/site/seteachers1/ Documents will be posted: http://wvde.state.wv.us/osp/accessiblematerials.html NCIPP Action Plan	Staff Time MACC Staff Time Federal Funding DLM Consortium Staff time CCEE document Crosswalk document RESAs Stakeholder time	Data Collected During Pilot May Pose Obstacles Depending on Quality DLM continues to revise CCEE. WV adoption awaits final version.

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
workgroups finalized procedures related to accessibility of materials OSP develops WV Next Generation CSO-aligned Instructional Practice Professional Development program				
School Year 2013-14 OSP Rolls out WV Next Generation CSO-aligned Instructional Practice Professional Development Program to NCIPP project counties and Focus Support Counties. WV Reaches full Initial Implementation of the CCEE	WVDE OSP NCIPP WVDE OSP WVDE OAA LEAs	When available online courses will be accessed from the WVDE website. Access/completion records maintained electronically. WV BOE Policy 2520.16 when adopted. CCEE linked to WV online IEP program	Staff time Financial resources	NA
School Year 2014-15 First Administration of Dynamic Learning Maps (DLM) Alternate Assessment based upon Alternate Academic Achievement Standards (AA-AAAS)	Educators Administrators LEAs	Assessment Reports	DLM and Partner states	Assessment Consortium Must Successfully Complete Assessment

Table 1-4. Overview of Activities Related to Outreach and Dissemination of the WV Next Generation CSOs

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
December 2011 WVDE Establishes informational website to Serve as Information Hub for WV Next Generation CSOs (http://state.wv.us/next-generation/).	WVDE Office of Communications WVDE Office of Instruction	http://state.wv.us/next-generation/	CCSSO ICCS SCASS	NA (Completed)
School Year 2010-11 (Ongoing)	WVDE Office of	http://state.wv.us/next-generation/	Staff Time	NA

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
WVDE Provides updates and resources to stakeholders via http://wvde.state.wv.us/next-generation/. Updates include details of state's progress toward implementation of WV Next Generation CSOs	Communications WVDE Office of Instruction	https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/		
Summer 2012, Summer 2013, and Summer 2014 WVDE Provides TLI professional development as chief vehicle for dissemination of WV Next Generation CSOs to educators and administrators	WVDE Office of Instruction	Teacher Leadership Institute Teach 21 https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/	Staff Time Financial Resources	State and LEA Budget Reductions
School Years 2011-12, 2012-13, 2013-14, and 2014-15 (ongoing) State Superintendent of Schools Provides weekly update to County Superintendents regarding, among other topics, progress toward implementation of WV Next Generation CSOs and related assessment system	WVDE Office of Superintendent	N/A	Staff Time	NA
School Years 2011-12, 2012-13, 2013-14, and 2014-15 (ongoing) WV Conducts outreach to LEA Chief Instructional Leaders via a series of bi-annual two-day workshops focused on issues surrounding implementation of WV Next Generation CSOs and related assessment system.	WVDE Office of Instruction	https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/	Staff Time	NA
School Years 2011-12, 2012-13, 2013-14, and 2014-15 (ongoing) WV continues to share information from national advisory groups/state collaborative organizations with LEA staff regarding implementation of WV Next Generation CSOs and related assessment system	WVDE Office of Instruction WVDE Office of Assessment and Accountability	https://sites.google.com/a/wvde.k12.wv.us/chief-instructional-leaders/ Teach 21 www.smaterbalanced.org	Staff Time Financial Resources for SCASS Memberships	State Budget Reductions

Table 1-5. Overview of Activities Supporting Professional Development and Supports for All Teachers

1-5a. Implementation of the WV Master Plan for Statewide Professional Development				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2011-12 Educators Attend Approximately 473 Professional Development Sessions designed to build knowledge of CCSS for ELA and Literacy and Mathematics including how those standards align to the WV 21st Century CSOs Educators Attend Approximately 370 sessions designed to help educators apply their knowledge of the CCSS into professional practice	WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs Educators	Evaluation Study of 2011-12 Master Plan for Statewide PD available upon request	Funding for PD Providers Staff Time For PD Providers Research Staff Time	NA (Completed)
School Year 2012-13 WV PD Providers plan to conduct an additional 229 sessions designed to promote high-quality standards-based instruction in all content areas.	WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs	Evaluation Study of 2012-13 Master Plan for Statewide PD to be available September 2013	Funding for PD Providers Staff Time For PD Providers Research Staff Time	Impending Budget Cuts to State Agencies
1-5b. Implementation of the WVDE Teacher Leadership Institutes Summer Professional Development Series				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
Summer 2011 Summer TLI #1 – WV Kindergarten Teachers Receive PD on WV Next Generation CSOs	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials	Staff Time Financial Resources	NA (Completed)
Summer 2012 Summer TLI #2 – WV First, Fourth, Fifth, and Ninth Grade Teachers Receive PD on WV Next Generation CSOs	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development	Staff Time Financial Resources	NA (Completed)

		http://wvde.state.wv.us/teach21/ Teacher leadership Institute materials		
Summer 2013 Summer TLI #3 – WV Second, Third, Sixth, Seventh, Eighth, and Tenth, Eleventh and Twelfth Grade Teachers Receive PD on WV Next Generation CSOs	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development	Staff Time Financial Resources	Impending Budget Cuts to State Agencies
Summer 2014 Summer TLI #4 – WV K-12 teachers Receive Follow-up PD on WV Next Generation CSOs to explore specific implications for MS/HS implementation	WVDE Office of Instruction Educators	http://wvde.state.wv.us/next-generation/implementation.html Teacher Leadership Institute 2013 Master Plan for Statewide Professional Development	Staff Time Financial Resources	Impending Budget Cuts to State Agencies
1-5c. Implementation of Professional Development and Technical Assistance for Support for Personalized Learning				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
July 2011 – August 2012 SPL Guidance Documents Released Initial SPL Professional Development Completed	WVDE Office of Special Programs	Documents, PD schedules, presentations and webinars on SPL website: http://wvde.state.wv.us/spl/	Staff Time	NA (Completed)
School Year 2011-12 TAS Specialists Provide Ongoing SPL Support to LEAs	WVDE Office of Special Programs TAS Specialists	SPL Professional Development Options 2011-12 http://wvde.state.wv.us/spl/	Staff Time	NA (Completed)
School Year 2012-13 Phase I SPL professional Development completed TAS Specialists Provide Ongoing SPL Support to LEAs	WVDE Office of Special Programs TAS Specialists	PD Options schedule and additional PD resources will be available: http://wvde.state.wv.us/spl/	SEA and LEA staff time	LEA time and resources
School Year 2013-14 Phase II SPL Professional Development Completed	WVDE Office of Special Programs TAS Specialists	PD Options schedule and additional PD resources will be available: http://wvde.state.wv.us/spl/	SEA and LEA staff time	LEA time and resources

TAS Specialists Provide Ongoing SPL Support to LEAs				
School Year 2014-15 Phase III SPL Professional Development Completed TAS Specialists Provide Ongoing SPL Support to LEAs	WVDE Office of Special Programs TAS Specialists	PD Options schedule and additional PD resources will be available: http://wvde.state.wv.us/spl/	SEA and LEA staff time	LEA time and resources
1-5d. Implementation of Content Academies for Special Educators				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2011-12 to School Year 2012-13 OSP Mathematics Academies Professional Development Completed OSP Autism Academies Professional Development Completed	WVDE Office of Special Programs Carnegie Learning	**http://wvde.state.wv.us/osp/summeracademies2012.htm** Master Plan for Statewide Professional Development	Staff Time IDEA Financial Resources	NA
School Year 2011-12 To School Year 2013-14 OSP Literacy Academies Professional Development Completed	WVDE Office of Special Programs	**http://wvde.state.wv.us/osp/summeracademies2012.htm** Master Plan for Statewide Professional Development	Staff Time Financial Resources	NA
1-5e. Implementation of Sheltered Instruction Observation Protocol Model for Teachers of ELLs				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
Summer 2012 WVDE 2012 Summer Institute for Teachers for ESL and World Languages - SIOP Model Introduced to Teachers of ESL and World Languages	WVDE Office of Title II, III, and System Support	WVDE Office of Federal Programs	Participant Attendance Rosters Program Materials Participant SMART Goals and follow-up Implementation Data	PD Program Materials PD Provider
Summer 2013	WVDE Office of	WVDE Office of Federal Programs	Participant	PD Program

SIOP Model Introduced to WV General Educators at Teacher Leadership Institutes (TLI)	Title II, III, and System Support WVDE Office of Instruction	WVDE Office of Instruction	Attendance Rosters Program Materials Participant SMART Goals and follow-up Implementation Data	Materials PD Provider

Table 1-6. Overview of Tasks Associated with Professional Development for Principals

1-6a. Implementation of the Statewide Master Plan for Professional Development				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2011-12 Administrators Attend Approximately 473 Professional Development Sessions designed to build knowledge of CCSS for ELA and Literacy and Mathematics including how those standards align to the WV 21st Century CSOs Administrators Attend Approximately 370 sessions designed to help educators apply their knowledge of the CCSS into professional practice	WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs Administrators Educators	Evaluation Study of 2011-12 Master Plan for Statewide PD	Funding for PD Providers Staff Time For PD Providers Research Staff Time	NA
School Year 2012-13 WV PD Providers plan to conduct an additional 229 sessions designed to promote high-quality standards-based instruction in all content areas.	WVBE WVDE Offices WV Center for Professional Development RESAs WV IHEs	Evaluation Study of 2012-13 Master Plan for Statewide PD	Funding for PD Providers Staff Time For PD Providers Research Staff Time	Impending Budget Cuts to State Agencies
1-6b. Implementation of the WVDE Teacher Leadership Institutes Summer Professional Development Series				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
Summer 2011 Summer TLI #1 – WV Administrators Receive PD on WV Next Generation CSOs	WVDE Office of Instruction Administrators	http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	NA (Completed)

Summer 2012 Summer TLI #2 – WV Administrators Receive PD on WV Next Generation CSOs	WVDE Office of Instruction Administrators	http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	NA (Completed)
Summer 2013 Summer TLI #3 – WV Administrators Receive PD on WV Next Generation CSOs	WVDE Office of Instruction Administrators	http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	State Budget Reductions
Summer 2014 Summer TLI #4 – WV K-12 School Administrators Receive Additional PD on WV Next Generation CSOs	WVDE Office of Instruction Administrators	http://wvde.state.wv.us/next-generation/implementation.html Master Plan for Statewide Professional Development	Staff Time Financial Resources CCSSO SCASS System; NCTM; NCTE; http://www.achievethecore.org/ http://www.corestandards.org/	State Budget Reductions

Table 1-7. Overview of Activities Related to Development and Dissemination of High Quality Instructional Materials

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
School Year 2012-13 Review Existing Resources Available to Teachers via Teach21 Bring Existing Teacher Developed Resources Available via Teach 21 into Alignment with WV Next Generation CSOs Develop Additional Next Generation CSO-aligned Instructional Resources to Address Gaps with Emphasis on Reading/English Language Arts and Mathematics Complete 2013-19 Social Studies K-12 Instructional Materials Adoption	WVDE Office of Instruction Educators LEAs SBAC	Materials Posted on Teach 21 Official Multiple List of Approved Instructional Resources for Social Studies and Newly Developed Materials for Mathematics County Reports of Materials Adopted	Peer Review Rubrics Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool	Impending Budget Cuts to State Agencies

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
Off Cycle Review of Mathematics Resources SBAC convenes Teacher Cadres to Introduce Formative Assessment Practices/Tools.				
School Year 2013-14 WV Teacher Cadres and RESAs share Formative Assessment Practices/Tools Statewide Complete 2014-20 Science and Health Instructional Materials Adoption *Off Cycle Review of Mathematics and Social Studies Resources for Early and Middle Childhood, and Adolescent Education*	WVDE Office of Instruction LEAs RESAs Educators.	Teach 21 Attendance at PD provided by WV Teacher Cadres Official Multiple List of Approved Instructional Resources for Science and Health and Newly Developed Materials for Off-Cycle Content Areas Being Reviewed County Reports of Materials Adopted	Teach 21 Resources Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool	Impending Budget Cuts to State Agencies
School Year 2014-15 Complete 2015-21 Music and Visual Art Instructional Materials Adoption for Early and Middle Childhood Education Complete 2015-21 Driver Education, Dance, Theatre, Agriculture Education, Music, and Visual Art Instructional Materials Adoption for Adolescent Education *Off Cycle Review of Mathematics, Social Studies, Science, and Health Resources for Early and Middle Childhood and Adolescent Education*	WVDE Office of Instruction LEAs Educators.	Official Multiple List of Approved Instructional Resources for Music, Visual Art, Driver Education, Dance, Theatre, Agriculture Education, and Newly Developed Materials for Off-Cycle Content Areas Being Reviewed County Reports of Materials Adopted	Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool	Impending Budget Cuts to State Agencies
School Year 2015-16 Complete 2016-22 Integrated Reading/English Language Arts Instructional Materials Adoption *Off Cycle Review of Mathematics, Social Studies, Science, Health, Music, and Visual Art for Early and Middle Childhood Education* *Off Cycle Review for Mathematics, Social Studies, Science,*	WVDE Office of Instruction LEAs Educators.	Official Multiple List of Approved Instructional Resources for Integrated Reading/English Language Arts, and Newly Developed Materials for Off-Cycle Content Areas Being Reviewed County Reports of Materials Adopted	Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool	Impending Budget Cuts to State Agencies

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
Health, Music, Visual Art, Driver Education, Dance, Theater, and Agriculture Education Resources for Adolescent Education				
School Year 2016-17 Complete 2017-23 World Languages Instructional Materials Adoption *Off Cycle Review of Social Studies, Science, Health, Music, and Visual Art, and Integrated Reading/English Language Arts Resources for Early and Middle Childhood Education* *Off Cycle Review of Social Studies, Science, Health, Music, Visual Art, Driver Education, Dance, Theatre, Agriculture Education, and Integrated Reading/English Language Arts Resources for Adolescent Education*	WVDE Office of Instruction LEAs Educators	Official Multiple List of Approved Instructional Resources for World Languages, and Newly Developed Materials for Content Areas Being Reviewed County Reports of Materials Adopted	Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool	Impending Budget Cuts to State Agencies
School Year 2017-18 Complete 2018-24 Mathematics Instructional Materials Adoption *Off Cycle Review of Science, Health, Music, Visual Art, Integrated Reading/English Language Arts, and World Languages Resources for Early and Middle Childhood Education* *Off Cycle Review of Science, Health, Music, Visual Art, Driver Education, Dance, Theatre, Agriculture Education, Integrated Reading/English Language Arts, and World Languages Resources for Adolescent Education*	WVDE Office of Instruction LEAs Educators	Official Multiple List of Approved Instructional Resources for Mathematics, and Newly Developed Materials Content Areas Being Reviewed	Selection Criteria WVDE Online Bid Submission Publisher Samples Application WVDE Online Scoring Tool	Impending Budget Cuts to State Agencies

Table 1-8. Overview of Activities Related to Expansion of Access to Accelerated Learning Opportunities and Successfully Transitioning Students to College and Careers

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
School Year 2011-12 Transition Mathematics for Seniors Course Implemented in All WV High Schools English 12 CR Course Piloted Passage of Senate Bill 436 Establishing Community and Technical College/CTE Consortia Districts for all Community and Technical Colleges to Ensure Full Range of Programs and Services Provided Statewide.	WVDE Office of Instruction LEAs WV Legislature	Published school schedules http://wveis.k12.wv.us/nclb/pub/ Guidance information posted https://sites.google.com/a/wvde.k12.wv.us/oaar-file-cabinet/compass	Staff time	NA
School Year 2012-13 English 12 College Readiness (CR) Course Integrated into High School Curriculum Statewide Aspects of WVBE Policy 2515 and Policy 2510 go into effect requiring that (a) grades earned in AP® courses be weighted, (b) teachers of AP® Courses attend an AP® Summer Institute workshop every two years, (c) all high school principals attend a College-Board Endorsed AP®-related workshop once every two years, and (d) all AP® coordinators attend an AP® coordinator's workshop annually State Superintendent of Schools and Vice Chancellor of HEPC Address Statewide Standards for Dual Credit Courses and Present Recommendations to Respective Boards	WVDE Office of Instruction LEAs WVBE WV State Superintendent of Schools HEPC	Published school schedules http://wveis.k12.wv.us/nclb/pub/ Audit of school schedules to verify course offerings Reports from WV Center for Professional Development (CPD) to ascertain teachers, principals and coordinators have attended required training Approval of Standards for Dual Credit Courses by WV Board of Education and WV HEPC	Staff time	NA

Table 1-9. Overview of Activities Related to Collaboration with WV IHEs to Help Teachers and Principals Transition to the WV Next Generation CSOs

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
February 2012 IHEs collaborate with WVDE to unpack and discuss WV Next Generation CSOs and implications for Teacher Preparation Programs	WVDE Office of Professional Preparation WVDE Office of Instruction IHEs	Preparation Programs disseminate to faculty and teacher education stakeholders	PD for IHEs	Limits to number of hours a BA degree may require
School Year 2012-13 First Math 1 e-Learning Cohort Selected to Participate Series to Transition to Teaching the Next Generation CSOs Associated with Math I. Continue Series of Meetings among WVDE and IHEs to support redesign of Teacher Preparation Programs to Better Prepare Educators and Principals to Implement the WV Next Generation CSOs. Collaboration among WVDE Office of Professional Preparation and Office of Special Programs to Deliver Professional Development for Educator Preparation Faculty Focused Upon Effective Implementation of SPL and WV Next Generation CSOs for Pre-Service Special Educators. Collaboration among WVDE Office of Professional Preparation and Office of Federal Programs to Deliver Professional Development for Educator Preparation Faculty Focused to Better Prepare Pre-Service teachers to address Low Educational Achievement of Students Living in Rural Poverty. Representatives from West Virginia's Six IHEs that Prepare principals form Stakeholder Group with WVDE Office of Professional Preparation to Develop Revised Leadership Standards	WVDE Office of Professional Preparation WVDE Office of Instruction WVDE Office of Instructional Technology WVDE Office of Special Programs WVDE Office of Federal Programs WVDE Office of School Improvement IHEs	Mathematics through Algebra I teachers enrolled Preparation program content reflect alignment to WV Next Generation CSOs Increased university and college faculty and educator capacity to support students with disabilities through Next Generation CSOs Electronic forum established; Emerging strategies and specialized knowledge base; Improved student outcomes WV School Leader Standards incorporated into Policy 5100	WV e-Learning for Educators Support for university- and college-led program redesign Support for Personalized Learning framework University- and college-level scholarship and research; WVDE data management systems Research findings and other data reflective of leadership program effectiveness	Recruitment and completion Limits to number of hours a BA degree may require. Extending to all educator preparation endorsement areas other than Special Education Connecting educator preparation program completion results to school-based student outcomes. Connecting educator preparation program completion results to school-based student outcomes.

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
School Year 2013-14 Revised Leadership Standards Commence Re-approval Process First Cohort of IHE Faculty Investigate the WV Next Generation CSOs via Participation in Summer TLI Continue Series of Meetings among WVDE and IHEs to support redesign of Teacher Preparation Programs to Better Prepare Educators and Principals to Implement the WV Next Generation CSOs.	WVDE Office of Professional Preparation WVDE Office of Instruction IHEs	Realignment plan approved by WVBE for all six programs that prepare principals Plan for incorporation of Next Generation Standards into educator preparation program curricula which correlate to improved teacher performance and student outcomes Implementation plan for incorporating WV Next Generation CSOs into preparation programs.	Plan template for program realignment developed; PD for IHE preparation program faculty Collaborative work team across WVDE divisions Collaborative WVDE work teams Work Group Planning Time	Technology portal for meeting realignment documentation requirements Extension to all teacher preparation program faculty Differentiation between alignment to WVBE Next Generation CSOs versus the process for unit approval

Table 1-10. Overview of Activities Related to Evaluation of Current Assessments and Transition Plan for Implementing WV Next Generation CSOs

1-10a. Expansion of Early Childhood Formative Assessment				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2009-10 WV Pre-K Early Learning Standards Framework Adopted	WVBE	WVBE Policy 2520.15	WVDE Pre-K Continuous Quality Improvement Advisory Council	N/A; Completed
School Year 2011-12 WV Pre-K Child Assessment Pilot	WVDE Office of Early Learning NIEER	WV Pre-K Child Assessment System Data Reporting Platform	Staff Time from WVDE OEL and WVDE OIS	N/A; Completed
School Year 2012-13 WV pre-K Child Assessment System Implemented Statewide WV Pilots Kindergarten Child Assessment System	WVDE Office of Early Learning NIEER	WV Pre-K Child Assessment System Data Reporting Platform Implementation plan for WV Kindergarten Child Assessment System pilot counties	Staff Time from WVDE OEL and WVDE OIS	Ensuring all pre-k partners have equal access

School Year 2013-14 Development and implementation of School Readiness Reports Statewide WV Kindergarten Child Assessment System Implemented Statewide WV First Grade Child Assessment System Piloted	WVDE Office of Early Learning NIEER	Implementation plan for incorporating School Readiness Information System Reports for the birth-age five community.	WVDE OEL; WVDE OIS	Potential budget cuts at the state and federal levels.
School Year 2014-15 Development and implementation of School Readiness Reports Statewide WV First Grade Child Assessment System Implemented Statewide WV Second Grade Child Assessment System Pilot	WVDE Office of Early Learning NIEER	Implementation plan for incorporating School Readiness Information System Reports for the birth-age five community. Implementation plan for incorporating WV Early Childhood Formative Assessment System statewide.	Staff Time from WVDE OEL and WVDE OIS	Potential budget cuts at the state and federal levels.
School Year 2015-16 Development and implementation of School Readiness Reports Statewide WV Second Grade Child Assessment System Implemented Statewide	WVDE Office of Early Learning NIEER	Implementation plan for incorporating School Readiness Information System Reports for the birth-age five community. Implementation plan for incorporating WV Early Childhood Formative Assessment System statewide.	Staff Time from WVDE OEL and WVDE OIS	Potential budget cuts at the state and federal levels.
1-10b. Development of WESTEST 2, Benchmark Standard Setting, and Cut Score Revision to Reflect National/International Rigor				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2007-08 Development and Initial Administration of	WVDE Office of Assessment and Accountability CTB McGraw Hill	Request for Proposal for new statewide assessment. Chronicle of Global21 Initiative	N/A	N/A

WESTEST 2	Teachers LEA Staff			
February 2009 Initial Benchmark Standard Setting for WESTEST 2	WVDE CTB McGraw Hill Teachers LEA Staff	WESTEST 2 Bookmark Standard Setting Technical Report (first setting of WT2 Cut scores based on Field test data) 2009 WESTEST 2 Technical Report Chapter 8 pp. 398 - 438	N/A	N/A
May 2009 WVBE Approves 2009 NAEP Benchmarked Cut Scores for WESTEST 2	WVBE	Approval of Cut Scores WVBE Minutes Approved Cut Scores and Achievement Descriptors	N/A	N/A
November 2009 TAC Identifies Need to Adjust WESTEST 2 Cut Scores to Better Reflect Policy Expectations	WVDE CTB McGraw Hill Teachers LEA Staff	WESTEST 2 Cut Score Design Review: Proposal November 17, 2009 Meeting Agenda - November 17, 2009 PowerPoint Spring 2010 Presentation at CIL Meeting	N/A	N/A
February 2010 WVDE Conducts 2010 Cut Score Revision for WESTEST 2	WVDE CTB McGraw Hill Teachers LEA Staff	2010 WESTEST 2 Technical Report Chapter 8 – pp. 206 – 245	N/A	N/A
March 2010 WVBE Approves 2010 Revised Cut Scores for WESTEST 2	WVBE	Cut Scores Approved WVBE Minutes	N/A	N/A
1-10c. Development of West Virginia Growth Model				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2009-10 WVDE Contracts with Dr. Damian Betebenner and the National Center for the Improvement of Educational Assessment (NCIEA) to Develop West Virginia Growth Model	WVDE Office of Assessment/Accountability WVDE Office of Research WVDE Office of Information Systems NCIEA	Agendas for meetings Contracts for Services Meeting Notes Growth Model Website	N/A	N/A
School Year 2010-11	WVDE Office of Assessment/Accountability	Paper outlining the West Virginia Growth Model	N/A	N/A

WVDE Contracts with Dr. Damian Betebenner and NCIEA to further customize syntax and business rules for WV Growth Model	WVDE Office of Research WVDE Office of Information Systems NCIEA			
September 2011 WVDE Conducts State Level Training for County Superintendents and Chief Instructional Leaders on Interpretation of WV Growth Model Methodology and Reports	WVDE Office of Assessment and Accountability WVDE Office of Research LEA Staff	September 22, 2011 – Growth Model conference was conducted at the Charleston Civic Center, Charleston, WV Sign – in Sheets of participants Contracts for meeting space and hospitality	N/A	N/A
September 2012 WVDE Conducts Regional Training for RESA and LEA Staff on Interpretation of WV Growth Model Methodology and Reports	WVDE Office of Assessment and Accountability WVDE Office of Research RESA Staff LEA Staff	Meeting Agendas Employee Travel Records Sign-in Sheets of Participants	WVDE OAA Staff RESA Staff LEA Staff	Potential Budget cuts at the state and federal levels.
School Year 2012-13 WVDE provides teacher-level growth data to all teachers of record via WVEIS on the Web. WVDE provides interactive LEA, school, and grade-level Growth Reports WVDE Uses WV Growth Model as one Component of WV Accountability Index	WVDE Office of Assessment and Accountability WVDE Office of Information Systems	Teachers can access the data portal via http://wvde.state.wv.us/growth/access_data.html	WVDE OAA Staff WVDE OIS Staff	Potential budget cuts at the state and federal level. Staff Availability
School Year 2013-14 First Year for Publication of Student Growth Reports for WV Parents.	WVDE Office of Assessment and Accountability WVDE Office of Information Systems	Student growth reports delivered to parents with an interpretation guide. Press Release for the SGR for parents	WVDE OAA Staff WVDE Office of Communications Staff WVDE OIS Staff	Potential budget cuts at the state and federal level.

1-10d. Augmentation of Interim/Diagnostic Assessments to Aid Teachers in Preparing Students for the CCSS				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2012-13 Acuity and WV Writes Interim/Diagnostic Assessments Refreshed to Include CCSS-aligned items and writing prompts for Grades 4, 5, and 9	WVDE Office of Assessment and Accountability	Interim/Diagnostic Assessments available via the Acuity and WV Writes platforms. Updates for these programs are posted at: http://wvde.state.wv.us/oaa/acuity.php http://wvde.state.wv.us/oaa/wvwrites/wvwrites.html	WVDE Staff WV Teachers	Potential Budget cuts at the state and federal level
School Year 2013-14 Acuity and WV Writes Interim/Diagnostic Assessments Refreshed to Include CCSS-aligned items and writing prompts for Grades 3, 6, 7, and 10	WVDE Office of Assessment and Accountability	Interim/Diagnostic Assessments available via the Acuity and WV Writes platforms. Updates for these programs are posted at: http://wvde.state.wv.us/oaa/acuity.php http://wvde.state.wv.us/oaa/wvwrites/wvwrites.html	WVDE Staff WV Teachers	Potential Budget cuts at the state and federal level
School Year 2014 - 15 Acuity and WV Writes Interim/Diagnostic Assessments Refreshed to Include CCSS-aligned items and writing prompts for Grades 8 and 11	WVDE Office of Assessment and Accountability	Interim/Diagnostic Assessments available via the Acuity and WV Writes platforms. Updates for these programs are posted at: http://wvde.state.wv.us/oaa/acuity.php http://wvde.state.wv.us/oaa/wvwrites/wvwrites.html	WVDE Staff WV Teachers	Potential Budget cuts at the state and federal level
1-10e. Administration of Smarter Balanced and DLM Assessments				
Milestones & Timeline	**Parties Responsible**	**Evidence**	**Resources**	**Challenges**
School Year 2012-13 WV Participates in Field Tests for Smarter Balanced Assessment. WV Conducts Pilot of Online Assessment Administration to gauge level of administrative effort for Smarter Balanced Assessment.	WVDE Office of Assessment and Accountability LEA Staff	Meeting Minutes, rosters of attendance, and schedules for field testing of the Smarter Balanced Assessments Meeting minutes, rosters of attendance, schedules and technical reports for the pilot online administration.	Smarter Balanced Assessment Platform, state staff, SBAC staff CTB/McGraw-Hill WVDE OAA staff 2 year freeze on textbook adoptions in 2010 – 11 and 2011 – 12 in order for LEAs to use these funds to improve technology infrastructure.	The unknown capability of the technology infrastructure to support the task. Training of LEA personnel to administer the online assessments. Potential budget cuts at the state and federal level.

June 2013 WV Participates in Field Tests for Dynamic Learning Maps Assessment	WVDE Office of Assessment and Accountability LEA Staff	Meeting minutes, rosters of attendance, schedules and reports for the pilot online administration of the Dynamic Learning Maps assessment.	Dynamic Learning Maps Consortium WVDE OAA Staff WVDE OSP Staff 2 year freeze on textbook adoptions in 2010 – 11 and 2011 – 12 in order for LEAs to use these funds to improve technology infrastructure.	The unknown capability of the technology infrastructure to support the task. Training of LEA personnel to administer the online assessments. Potential budget cuts at the state and federal level.
School Year 2014-15 WVDE Implements First Year of Smarter Balanced Assessment in Grades 3-8 and 10. WVDE Implements First Year of Dynamic Learning Maps Alternate Assessment Aligned to CCEE	WVDE Office of Assessment and Accountability LEA Staff	Meeting minutes, rosters of attendance, test results, and participation rates at the school, district and state levels.	Smarter Balanced Assessment Consortia WVDE OAA Staff 2 year freeze on textbook adoptions in 2010 – 11 and 2011 – 12 in order for LEAs to use these funds to improve technology infrastructure.	The unknown capability of the technology infrastructure to support the task. Training of LEA personnel to administer the online assessments. Potential budget cuts at the state and federal level.

Appendix 3:

Additional Materials Related to Principles 3.A and 3.B

3.1 – WVBE Policy 5100

3.2 – Rubrics for Professional Teaching Standards

3.3 – WVBE Policy 5310

3.4 – Minutes from the July 13, 2011 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 25 Schools to Pilot the Revised Educator Evaluation System.

3.5 – Minutes from the July 21, 2012 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 111 Additional Schools to Join the Pilot of the Revised Educator Evaluation System.

3.1 – WVBE Policy 5100

TITLE 126
LEGISLATIVE RULES
BOARD OF EDUCATION

SERIES 114

APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS (5100)

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 114
APPROVAL OF EDUCATIONAL PERSONNEL PREPARATION PROGRAMS (5100)

§126-114-1. General.

1.1. Scope. - This legislative rule establishes the process for developing, implementing, and receiving West Virginia Board of Education, hereinafter WVBE, approval to operate an educational personnel preparation program leading to West Virginia licensure in an institution of higher education.

1.2. Authority. - W. Va. Constitution, Article XII, §2 and W.Va. Code §§18-2-5, 18A-3-1a, 18A-3-2b, and 18A-3-10.

1.3. Filing Date. – January 12, 2012.

1.4. Effective Date. – February 13, 2012.

1.5. Repeal of Former Rule. - This legislative rule amends W.Va. §126CSR114, West Virginia Board of Education Policy 5100 – Approval of Educational Personnel Preparation Programs filed September 9, 2011, and effective October 11, 2011.

§126-114-2. Summary.

2.1. This rule outlines the framework for developing, implementing and approving educational personnel preparation programs. Major program components are defined, assessment instruments and/or procedures are identified, and the minimum proficiency levels are prescribed for the WVBE adopted instruments. Program approval criteria for program implementation are also identified.

§126-114-3. Purpose.

3.1. The purposes of this policy are to: a) establish a collaborative process for program approval; b) improve educational personnel preparation programs and potential educational personnel by incorporating program guidelines based on research and best practices; c) ensure that those who are prepared for employment in the public schools have the knowledge, skills and dispositions necessary to function as entry-level members of the profession; and d) ensure that higher education institutions work collaboratively with the public schools in designing and delivering professional educator preparation experiences to increase student achievement through written agreements with public schools. This policy relates only to the approved teacher education program element of licensure. Hence, the policy does not supersede any licensure requirements mandated by West Virginia Code and/or WVBE rules outlined in W.Va. §126CSR136, West Virginia Board of Education Policy 5202 - Minimum Requirements for the

Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications (hereinafter Policy 5202).

3.2. This policy commits the WVBE to develop, revise or adopt the program objectives, assessment instruments, and proficiency levels for the professional preparation of educational personnel through a collaborative effort involving the West Virginia Commission for Professional Teaching Standards, hereinafter WVCPTS, the West Virginia Department of Education, hereinafter WVDE, the governing boards for public and private West Virginia institutions of higher education, public school administrators, and classroom teachers.

§126-114-4. Authority of the WVBE.

4.1. All educational personnel preparation programs that result in West Virginia licensure require the approval of the WVBE. This approval requirement applies to new and continuing programs and to any institution seeking initial approval to offer educational personnel preparation programs.

4.2. The WVBE shall adopt standards and procedures for the approval of educational personnel preparation programs that enable prospective educators who satisfactorily complete such programs and licensure requirements to be licensed in West Virginia.

4.3. The WVBE establishes the WVCPTS to serve as its advisory body on matters related to the preparation of educational personnel. The WVBE shall establish regular communications with the WVCPTS and may solicit its recommendations prior to taking official action on educational personnel preparation policies. (See W.Va. §126CSR154 West Virginia Board of Education Policy 5050 - West Virginia Commission for Professional Teaching Standards.)

4.4. The WVBE acknowledges that the governing boards of public higher education institutions and the appropriate governing body of a private higher education institution may establish standards and accreditation procedures, including a requirement that the institution(s) attain National Council for Accreditation of Teacher Education, hereinafter NCATE, accreditation for the teacher education programs under their respective jurisdictions. The WVBE pledges its cooperation with the governing boards or bodies and the institutions under their control in establishing jointly agreed to program review procedures pursuant to Section 12.3 of this policy that: a) respect any applicable standards or accreditation procedures, whether established by the WVBE or the higher education governing boards(s) or body(ies) and b) emphasize cooperation, minimize duplication, and specify the process and materials to be covered in the review.

§126-114-5. Definitions.

5.1. Accredited Institution of Higher Education. - A college or university accredited: 1) by the official accrediting agency of the state in which the institution is located and 2) by one of the six (6) regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern, and Western Associations) **OR** by one of the National Faith-Related Accrediting Organizations recognized by the Council

of Higher Education Accreditation and the United States Department of Education (Association for Biblical Higher Education Commission on Accreditation, Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission, Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and Transnational Association of Christian Colleges and Schools Accreditation Commission), OR by the Association of Independent Colleges and Schools, to award degrees at a stipulated level, i.e., bachelor's degree, master's degree, and/or doctorate.

5.2. Admission to an Approved Program. - The filing of an application by a prospective educator declaring himself/herself as a candidate to complete an approved teacher education program and the institution's formal acceptance of the student based on his/her satisfying the admission criteria. The criteria for admission are established by the institution but generally include stated requirements in the form of overall grade point average, successful completion of designated courses, passing standardized tests, and passing institutionally established performance assessments in speaking, listening, and educational technology.

5.3. Approved Program. - A preparation program for professional educators based on WVBE adopted program objectives and guidelines which is delivered by a regionally accredited college or university and which has been approved by the WVBE for issuance of a professional certificate.

5.4. Authorized Agency. - The state agency designated by the WVBE to administer program approval standards and procedures approved by the WVBE. Currently, the WVDE serves as the WVBE's authorized agency.

5.5. Collaborative Program. - Approved educational personnel preparation program that is delivered as the result of a formal written agreement between two or more West Virginia institutions of higher education to enable prospective educators to receive licensure in a content specialization that is not available at the home institution and that is approved for the cooperating institution.

5.6. Endorsement. - The specialization(s) and grade levels appearing on any license, authorized by the WVBE which govern the legal assignment within the public schools of West Virginia (W.Va. Code §18A-3-1).

5.7. Educational Personnel Preparation Advisory Committee. (EPPAC). - This committee is comprised of public school and higher education teachers and administrators who advise the chief teacher education officer on personnel preparation matters. All institutions offering WVBE-approved programs are required to have an EPPAC.

5.8. Field-based Experiences. - Educational training activities organized by the college and university teacher preparation programs for the student teacher candidate which are structured to ensure significant exposure to diverse (multi-cultural), at-risk and special needs learners. Significant field experiences are those experiences completed under the direction of the institution and cooperating teacher. The experiences are arranged by the institution with the cooperating teachers such that the cooperating teachers have a thorough understanding of the

institution's expectations for the candidates during the experiences. During such experiences teacher candidates should work directly with students (i.e., plan and teach lessons).

5.9. License. - The term used for any or all of the documents issued by the State Superintendent of Schools under state law and regulations of the WVBE that empower the holder to perform designated services within the public schools.

5.10. National Council for the Accreditation of Teacher Education. (NCATE). - This organization reviews and accredits an institution's Professional Education Unit based on compliance with national standards related to the functioning of the unit. Insofar as this policy is concerned, NCATE accreditation of an institution's Professional Education Unit is optional.

5.11. Performance-Based Assessment. - The process whereby a cooperating public school professional(s) and a higher education faculty member(s) judge a prospective educator's ability to integrate content, basic professional knowledge and pedagogical skills in an appropriate educational setting in which the prospective educator anticipates licensure.

5.12. Professional Education Unit. - The administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other educational personnel. The Professional Education Unit is sometimes referred to as "the Unit."

5.13. Program Approval Status. - All professional preparation programs will be classified as follows: "Initial Approval Status," "Continuing Approval Status," or "Conditional Approval Status."

5.13.a. Initial Approval Status. - This term is used for new professional preparation programs. "Initial Approval Status" will be granted for a period of five years. During each of those five years, the institution will be required to document in its annual report the progress it is making to ensure the success of its graduates to promote student achievement in the public schools in the institution's service region. During the "Initial Approval Status" stage, the institution may recommend graduates for West Virginia certification. At the end of the five-year "Initial Approval Status" period, the institution will receive another visit from the WVDE at which time a final recommendation will be made to the WVBE to reclassify the status of the institution to "Continuing Approval Status."

5.13.b. Continuing Approval Status. - This term applies to all West Virginia higher education institutions that have a currently approved program with the WVBE. "Continuing Approval Status" is granted for a period of seven years. To maintain "Continuing Approval Status" programs with the WVBE, educator preparation programs must undergo the continuing program review and receive approval every seven years.

5.13.c. Conditional Approval Status. - This term applies to educator preparation programs that do not meet one or more of West Virginia Educator Preparation Program Standards (See Appendix A-5 of this policy) or has other capacity limiting problems. Programs with "Conditional Program Status" must undergo a Program Approval review process within 18

months. At that point, the educator preparation program will receive "Continuing Approval" or program approval will be withdrawn.

5.14. Program Review Board. - The WVBE has created the Educator Preparation Program Review Board to make recommendations to the WVBE regarding initial and continuing educator preparation program approval.

5.15. Regionally Accredited Institution of Education - A college or university accredited by: 1) the official accrediting agency of the state in which the institution is located, and 2) one of the six regional accrediting agencies recognized by the National Commission on Accrediting (Middle States, New England, Northwest, North Central, Southern and Western Associations) to award degrees at a stipulated level, i.e., bachelor's degree, master's degree and/or doctoral degree.

5.16. Specialization. - The specific teaching, administrative, or student support area listed on the educator's license to which s/he may be legally assigned within the public schools.

5.17. Subject-Area Major. – A minimum of 30 semester hours in a specific content area.

5.18. Subject-Area Minor. – A minimum of 15 semester hours in a specific content area.

5.19. Teacher Education Accreditation Council (TEAC). - This organization reviews and accredits an institution's Professional Education Unit based on compliance with national standards related to the functioning of the unit. Insofar as this policy is concerned, TEAC accreditation of an institution's Professional Education Unit is optional.

§126-114-6. Professional Educator Preparation Program Requirements: Teacher.

6.1. Program Components. - All teacher preparation programs, at both undergraduate and graduate levels, shall consist of three (3) components: preprofessional skills, content specialization, and professional education. The three (3) components, including the associated educational technology knowledge and skills, are necessary to satisfy WVBE-approved program requirements.

6.2. Preprofessional Skills Component.

6.2.a. Component Description. - Preprofessional skills are those basic skills crucial to an educator's performance and effectiveness. Competence in these skills underlies an educator's ability to comprehend, utilize, analyze, synthesize, evaluate, and communicate information. Preprofessional skills common to educational personnel are reading, writing, mathematics, speaking, listening and educational technology. Component descriptions for reading, writing and mathematics are found in the study guide "Test at a Glance" for the Praxis I, Pre-Professional Skills Tests (PPST). Preprofessional skills for speaking and listening are found in Appendix B of this policy. Educational technology knowledge and skills related to this component are found in Appendix C of this policy.

6.2.b. Educator's Assessment and Proficiency Levels. - The educator's preprofessional skills in reading, writing and mathematics shall be assessed using the Educational Testing Service's PPST. The WVBE shall establish the acceptable levels of performance on the PPST in reading, writing, and mathematics. Individuals must meet the acceptable levels of performance on the PPST in reading, writing, and mathematics, or qualify for an exemption as identified in Section 6.2.c. of this policy, prior to formal admission to a WVBE-approved educator preparation program. The institutions shall establish the assessments and acceptable levels for the speaking, listening, and educational technology skills.

6.2.c. PPST Waivers. - In lieu of taking the WVBE-approved PPST, prospective educators completing WVBE-approved programs may provide evidence of:

6.2.c.1. A master's degree from an accredited institution of higher education; OR

6.2.c.2. Currently holding or having held a West Virginia professional teaching, administrative or student support service license; OR

6.2.c.3. Attainment of WVBE-approved composite scores from a single administration of the American College Testing (ACT) Program or the Scholastic Achievement Test (SAT). See Appendix E of this policy for currently approved ACT and SAT scores. Waivers 6.2.c.1, 6.2.c.2 and 6.2.c.3 do not apply to the institution's required assessments of speaking, listening and educational technology knowledge and skills. Individuals who currently hold or have held a West Virginia professional teaching, administrative or student support services license are not required to complete any of the preprofessional skills assessments.

6.3. Content Specialization Component.

6.3.a. Component Description. - Content specialization pertains to the specific teaching, administrative, or student support specialization(s) listed on a professional license in accordance with W.Va. Code §18A-3-1. See Appendix E of this policy for specific guidelines related to items 6.3.a.1 to 6.3.a.7 below for each specialization with the potential for approved program status. WVBE-approved specializations and grade level patterns are found in Appendix D of this policy. The content specialization program standards shall include:

6.3.a.1. WVBE recognized national Content Specialization Standards for the public school curriculum pertaining to the specialization.

6.3.a.2. WVBE policies or legislative initiatives that have implications for the teaching specialization.

6.3.a.3. WVBE adopted content standards for the public school curriculum pertaining to the specialization standards.

6.3.a.4. Content description(s) for the Praxis II tests identified for the specialization in West Virginia licensure requirements.

6.3.a.5. Institutionally identified content standards.

6.3.a.6. Preparation standards promulgated by national professional associations for specific specializations.

6.3.a.7. Educational technology skills and knowledge related to specializations offered by the institution. (See Appendix C of this policy)

6.3.b. Standards for Subject-Area Content in Teacher Preparation Programs.

6.3.b.1. Elementary Education (K-6) programs. – Elementary education (K-6) programs shall include a minimum of 30 semester hours of coursework in English/language arts, health, mathematics, physical education, science, social studies and the arts such that the coursework is relevant to the curriculum delivered in the elementary K-6 classroom.

6.3.b.2. Middle Level (5-9) Programs. – Individuals completing two middle level (5-9) programs shall complete the minimum of a subject-area minor, as defined in Section 5.18 of this policy, in each subject.

6.3.b.3. Secondary Level Programs.

6.3.b.3.A. Secondary-level teacher preparation programs shall provide that their secondary-level programs (those programs emphasizing the secondary-level grades and including licensure to teach grades 10-12) in core academic areas require at least the equivalency of corresponding content majors in terms of academic rigor and credit hours completed in content areas.

6.3.b.3.B. Secondary-level education certification areas for which equivalency in content majors are required biology, business education, chemistry, Chinese, English, French, German, Japanese, general science, mathematics, modern foreign languages, physics, Russian, Spanish, and social studies.

6.3.b.3.C. Each secondary-level certification area referenced in Section 6.3.b.3.B. of this policy must include an equivalent number of credit hours of subject area content course work to the institution's baccalaureate major in the corresponding content field, with the following exceptions:

6.3.b.3.C.1. For a baccalaureate major in a content field in which the credit hours for content course work exceed 48 hours, the number of content credit hours in the corresponding secondary-level teacher preparation program shall not be less than 48 credit hours.

6.3.b.3.C.2. For secondary-level teacher preparation programs in general science and social studies, areas in which there is typically no corresponding

baccalaureate degree, the minimum number of required credits hours in the content area shall not be less than 48. While the number of content hours in other secondary-level teacher preparation programs for certification areas listed in Section 6.3.b.3.B. of this policy is to be at least the equivalent of corresponding baccalaureate degrees, in no instance shall the number of credit hours in the content area of a secondary-level teacher preparation program be less than 36.

6.3.b.3.D. Each secondary-level certification area referenced in Section 6.3.b.3.B. of this policy must meet expectations of academic rigor similar to that of the corresponding baccalaureate degree programs. While the subject-area curriculum of the teacher preparation program may vary somewhat from the subject-area curriculum of the baccalaureate degree program, it must include some form of culminating educational experience in the content area, such as a capstone course. At the discretion of the institution, the curriculum may include applied courses in the content areas as deemed appropriate.

6.3.b.3.E. All secondary-level education certification areas not referenced in Section 6.3.b.3.B. of this policy must contain a subject-area major as defined in Section 5.17 of this policy.

6.3.b.3.F. All course work in a secondary-level teacher preparation program must be taught by faculty with appropriate in-field academic credentials. Typically, the faculty would serve in the academic department.

6.3.b.4. Within all WVBE-approved programs, institutions should seek to hire full-time faculty that have a minimum of one degree higher than the degree level at which they are teaching. Faculty shall have a degree(s) and/or professional licensure and/or expertise in the area(s) in which they are teaching.

6.3.c. Mathematics Content in Teacher Preparation.

6.3.c.1. Each elementary (K-6) teacher preparation must contain:

6.3.c.1.A. three hours of college algebra or verification of college algebra equivalency and a minimum of six hours of college-level mathematics courses, AND

6.3.c.1.B. a three-hour course in mathematics methods.

6.3.c.2. Each middle childhood (5-9) mathematics program must contain:

6.3.c.2.A. a course in college algebra or verification of college algebra equivalency and a minimum of eighteen hours of college-level mathematics, AND

6.3.c.2.B. a three-hour course in mathematics methods.

6.3.d. Reading Content in Teacher Preparation.

6.3.d.1. Each elementary education (K-6) teacher preparation program must contain a minimum of 9 hours of reading which include a focus on the five essential components of reading (i.e., phonemic awareness, phonics, fluency, vocabulary and comprehension) as well as how to assess students' reading ability and how to identify and correct reading difficulties.

6.3.d.2. Each middle (5-9) and secondary (PreK-Adult, 5-Adult, 9-Adult) preparation program must contain a minimum of three hours of reading in the content area which include a focus on vocabulary, comprehension and writing.

6.3.e. Special Education Content in Teacher Preparation.

6.3.e.1. All general education preparation programs must contain a minimum of six hours of preparation in special education, including a focus on the impact of each disability, the use of evaluation data generated from special education to assist with instruction, and the effective and efficient use of consultation.

6.3.e.2. All general education preparation programs must address the differentiation of instruction for diverse learners.

6.3.f. Instructional Technology Content in Teacher Preparation. All initial educator preparation programs must contain a minimum of three semester hours of preparation in instructional technology which incorporate the standards identified in Appendix C-1 of this policy.

6.3.g. Educator's Assessment and Proficiency Levels. - Candidates for completion of a WVBE-approved program shall be required to meet WVBE Praxis II specialty area test score(s), if adopted, indicated for the anticipated specialization(s). A listing of current WVBE-required tests and passing scores is found in Appendix E of this policy.

6.4. Professional Education Component.

6.4.a. Component Description. - Professional Education includes the studies and experiences that prepare the prospective educator to integrate professional pedagogy and content knowledge into successful learning experiences for students. Each institution is required to develop a conceptual framework rooted in the Conceptual Foundation for Teaching and Learning in West Virginia (See Appendix A-1 of this policy) that establishes the shared vision for the unit's endeavor in preparing educators to work effectively in PreK-Adult schools. The conceptual framework shall include a description of its prospective professional educator by identifying the knowledge, skills, and dispositions it expects to develop and assess. The description will serve as the foundation on which the institution will base its curriculum and implement the clinical experiences for professional educators, school administrators, and student support personnel. The description shall reflect the appropriate West Virginia Professional Educator Standards listed in Appendices A-2 through A-4 of this policy. The educational technology skills for this component are listed in Appendix C of this policy.

6.4.b. Educator's Assessment and Proficiency Levels.

6.4.b.1. Professional Knowledge Assessment and Proficiency Levels. - Candidates completing a WVBE-approved teacher education program for any professional educator license shall pass a WVBE-adopted Principles of Learning and Teaching Praxis II test that includes at least a portion of the grade levels indicated on the anticipated license. (See Appendix E of this policy for a list of WVBE-required tests and passing scores.) The institution shall, with the cooperating public school(s), collaboratively establish the assessments and acceptable performance levels for the educational technology skills (See Appendix C of this policy) associated with the professional education component.

6.4.b.2. Performance Assessment Instruments. - Performance assessment instruments and procedures shall be collaboratively developed by public school administrators, classroom teachers, and teacher education faculty at the institutional level. The performance assessment instruments shall:

6.4.b.2.A. be consistent with relevant standards (i.e., West Virginia Professional Teaching Standards found in Appendix A-2 of this policy, appropriate Specialty Program Association Standards, institution teacher preparation standards, etc.);

6.4.b.2.B. include performance criteria and performance indicators rooted in the relevant Standards;

6.4.b.2.C. address the knowledge, skills, and dispositions to be acquired by professional candidates as set forth in program goals;

6.4.b.2.D. have multiple means of measuring candidate performance and impact;

6.4.b.2.E. specify candidate performance expectations, acceptable proficiency levels and designated benchmarks in the program; and

6.4.b.2.F. provide on-going, systematic information useful for decision-making.

6.4.b.3. Field-based Experiences. – All teacher candidates completing a WVBE-approved teacher preparation program for initial teacher licensure must complete a minimum of 125 clock hours of field experience under the direction of a teacher licensed to teach in the state, by the state's authorized agency, or their university supervisor in which the field experience is occurring, in each area in which they are seeking an endorsement. No less than 85 clock hours of the required 125 shall be completed in a public school.

6.4.b.4. Field-based Experiences for Special Education. – All teacher candidates completing a WVBE-approved teacher preparation program leading to an endorsement(s) in an area(s) of special education shall successfully complete the minimum of a significant field experience in the area(s) of special education in which they are seeking an

endorsement(s). Teacher candidates seeking an endorsement in multicategorical shall successfully complete significant field experiences that include instructional and behavioral support for students in each of the areas of emotional/behavioral disorders, mental impairments, and specific learning disabilities.

6.4.b.5. Clinical Experiences Completed in the Public Schools. - Each candidate completing an approved program shall spend a minimum of twelve weeks in the clinical portion of the program unless s/he is able to demonstrate to the satisfaction of the college supervisor and the cooperating public school supervisor that s/he has achieved the proficiency level in less than the specified time. The clinical experience must be completed under the direction of a teacher licensed to teach in the state, by the state's authorized agency, in which the clinical experience is occurring. A public school is defined as an agency licensed by the state. The candidate must be assessed during the clinical experience in a least one specialization for which s/he is requesting licensure. The institution is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which they anticipate licensure. Five exceptions to the programmatic level coverage for required field based experiences exist in the current system.

6.4.b.5.A. Any PreK-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution of higher education.

6.4.b.5.B. Any K-Adult program is required to contain clinical practice at both the elementary and middle or secondary levels. Field based experiences and/or clinical practice must be completed at a minimum of three different programmatic levels. The third programmatic level will be determined by the institution of higher education.

6.4.b.5.C. Any 5-Adult program is required to contain field based experiences and/or clinical practice at a minimum of two different programmatic levels.

6.4.b.5.D. Any 9-Adult program is required to contain field based experiences and/or clinical practice at a minimum of one programmatic level.

6.4.b.5.E. The elementary education specialization, K-6, is also exempt to the programmatic level coverage for required field based experiences at each programmatic level for which the candidate anticipates licensure. A placement in any grade including kindergarten and extending through grade six will satisfy the programmatic level requirement. This exception for elementary education cannot be used to satisfy the requirement for other specializations that require experiences in grades 5-9. If the candidate combines elementary education with another specialization, the required programmatic level placement for the other specialization must be satisfied. These required field based experiences must be of sufficient duration and quality to enable the candidate to practice and develop skills.

6.4.b.6. Clinical Experiences Completed in Non-Public Schools. - Each candidate completing an approved program shall spend a minimum of twelve weeks in the

clinical portion of the program unless s/he is able to demonstrate to the satisfaction of the college supervisor and the cooperating school supervisor that s/he has achieved the proficiency level in less than the specified time. The clinical experience must be completed under the direction of a teacher licensed to teach in the state in which the clinical experience is occurring. The candidate must be assessed during the clinical experience in a least one specialization for which s/he is requesting licensure. The institution is also required to document the candidates' field-based and/or clinical experiences with diverse (multi-cultural), at risk, and special needs learners at each programmatic level for which they anticipate licensure. Five exceptions to the programmatic level coverage for required field based experiences exist in the current system, as identified in Section 6.4.b.5.A-E of this policy.

6.4.b.6.A. Six Weeks of Clinical Experience Completed in a Public School and Six Weeks of Clinical Experience Completed in a Non-Public School. – Institutions of higher education that offer WVBE-approved educator preparation programs must place teacher candidates (student teachers) in a public school for the clinical experience for a minimum of six weeks or fulfill the requirements identified in Section 6.4.b.5.B. of this policy..

6.4.b.6.B. Twelve Weeks of Clinical Experience Completed in a Non-Public School. – Institutions of higher education that offer WVBE-approved educator preparation programs and place teacher candidates (student teachers) in a non-public school(s) such that the teacher candidates do not complete a minimum of six weeks of clinical experience in a public schools must complete the following requirements:

6.4.b.6.B.1. Two Hundred Clock Hours of Field-Based Experiences. - An institution whose teacher candidates do not complete a minimum of six weeks of clinical experience in a public school shall require teacher candidates to complete two hundred clock hours of field-based experiences in a public school, as defined in Section 6.4.b.5. of this policy, under the direction of a public school teacher licensed to teach in the state in which the field experiences are occurring.

6.4.b.6.B.2. Course for Teacher Candidates not Completing Six Weeks of Clinical Experience in the Public Schools. - Teacher candidates not completing a minimum of six weeks of clinical practice in a public school must complete a course which is a component of the institution's WVBE-approved educator preparation program that provides information sufficient to prepare the prospective teacher to demonstrate competence to teach in the public schools of West Virginia.. The course shall include instruction in at least the following: State Board policy and provisions of W. Va. Code governing public education; requirements for federal and state accountability, including the mandatory reporting of child abuse; federal and state mandated curriculum and assessment requirements, including multicultural education, safe schools and the student code of conduct; federal and state regulations for the instruction of exceptional students, as defined by the Individuals with Disabilities Education Act; and varied approaches for effective instruction for students who are at-risk.

§126-114-7. Alternative Preparation Program Requirements: General Education Teacher.

7.1. General Requirements. - In accordance with W.Va. Code §18A-3-1a, an individual wishing to enroll in an alternative preparation program must meet the following criteria:

7.1.a. possess the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluating agency as specified in Policy 5202, in a field related to the area in which the individual seeks certification and from a regionally accredited institution of higher education, as defined in Section 5.15 of this policy; **AND**

7.1.b. meet the proficiency score(s) on the state competency exam(s) in preprofessional skills or qualify for an exemption as described in Section 6.2.c of this policy (Refer to Appendix E of this policy for a list of the required exams.); **AND**

7.1.c. meet the proficiency score(s) on the state competency exam(s) in content or qualify for an exemption as described in Policy 5202 in the area for which s/he is seeking certification or provide acceptable documentation of related life experiences to the entity providing the program for those content areas that do not have a required competency exam (Refer to Appendix E of this policy for a list of the required exams.); **AND**

7.1.d. be a citizen of the United States; be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the individual enrolls in the alternative preparation program; **AND**

7.1.e. is offered employment in a shortage area, as defined in Policy 5202, by a county school district; **AND**

7.1.f. complete a West Virginia State Police and Federal Bureau of Investigation background check.

7.2. Program Requirements. In accordance with W.Va. Code §18A-3-1a, a WVBE-approved alternative preparation program must contain the following phases and/or components and satisfy the WVBE-program approval requirements as specified in Section 12 of this policy:

7.2.a. Instruction. - The alternative preparation program must provide 18 semester hours of instruction in the areas of student assessment, development and learning, curriculum, classroom management, the use of educational computers and other technology, and special education and diversity. All programs must contain a minimum of three semester hours of instruction in special education and diversity out of the 18 required semester hours.

7.2.b. Phase I. - Phase I shall consist of a period of intensive on-the-job supervision by an assigned mentor and the school administrator for a period of not less than two weeks and no more than four weeks. The assigned mentor shall meet the requirements for mentor set forth in W.Va. Code §18A-3-2b and be paid the stipend pursuant to that section. During this time, the teacher shall be observed daily. This phase shall include an orientation to

the policies, organization and curriculum of the employing district. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2.a of this policy during Phase I.

7.2.c. Phase II. - Phase II shall consist of a period of intensive on-the-job supervision beginning the first day on which the alternative program teacher completes Phase I and continuing for a period of at least ten weeks. During Phase II, the alternative program teacher shall be visited and critiqued no less than one time per week by members of a professional support team, defined in Section 7.3 of this policy, and shall be observed and formally evaluated at the end of five weeks and at the end of ten weeks by the appropriately certified members of the team. At the end of the ten-week period, the alternative program teacher shall receive a formal written progress report from the chairperson of the support team. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2.a of this policy during Phase II.

7.2.d. Phase III. - Phase III shall consist of an additional period of continued supervision and evaluation of no less than 20 weeks duration. The professional support team will determine the requirements of this phase with at least one formal evaluation being conducted at the completion of the phase. The alternative program teacher shall receive formal instruction in those areas listed in Section 7.2 of this policy during Phase III and receive opportunities to observe the teaching of experienced colleagues.

7.3. Professional Support Team.

7.3.a. Composition of Professional Support Team. - The professional support team shall be comprised of a school principal, an experienced classroom teacher who satisfies the requirements for mentor for the Beginning Education Internship as specified in W.Va. Code §18A-3-2b, a college or university education faculty member and a curriculum supervisor. Districts or schools that do not employ curriculum supervisors or have been unable to establish a relationship with a college or university shall provide for comparable expertise on the team. The school principal shall serve as chairperson of the team.

7.3.b. Evaluation of Alternative Program Teacher. - The professional support team shall submit a written evaluation of the alternative program teacher to the county superintendent. The written evaluation shall be in a form specified by the county superintendent and submitted on a date specified by the county superintendent that is prior to the first Monday of May. The evaluation shall report the progress of the alternative program teacher toward meeting the academic and performance requirements of the program.

7.3.c. Training of Professional Support Team. - The training for professional support team members shall be coordinated and provided by the Center for Professional Development, hereinafter CPD, in coordination with the school district, consortium of schools, regional education service agency, and institution of higher education, or any combination of these agencies as set forth in the plan approved by the WVBE.

7.4. Alternative Preparation Program Providers. - A college or university, school, school district, consortium of schools, and/or regional education service agency seeking to employ an alternative program teacher must submit a plan to the WVBE and receive approval in accordance with W.Va. Code §18A-3-1a.

§126-114-8. Alternative Preparation Program Requirements: Special Education Teacher.

8.1. General Requirements. - In accordance with W.Va. Code §18A-3-1a for special education teachers, an individual wishing to enroll in an alternative preparation program must meet the following criteria:

8.1.a. possess the minimum of a bachelor's degree, including bachelor's degrees based upon verification by a WVDE-approved foreign credential evaluating agency as specified in Policy 5202, from a regionally accredited institution of higher education, as defined in Section 5 of this policy; AND

8.1.b. meet the proficiency score(s) on the state competency exam(s) in preprofessional skills or qualify for an exemption as described in Section 6.2.c. of this policy (Refer to Appendix E of this policy for a list of the required exams.); AND

8.1.c. be a citizen of the United States; be of good moral character and physically, mentally and emotionally qualified to perform the duties of a teacher, and have attained the age of eighteen years on or before the first day of October of the year in which the individual enrolls in an alternative preparation program; AND

8.1.d. complete a West Virginia State Police and Federal Bureau of Investigation background check pursuant to W.Va. Code §18A-3-10.

8.2. Program Requirements. - In accordance with W.Va. Code §18A-3-1a, alternative programs for the preparation of special education teachers may be developed to prepare such teachers for the special education teacher's role in providing and supporting the delivery of instructional services to students with disabilities. In order to assure learning at a high level for all students, the standards specified in Appendix A-2 of this policy shall be followed for the preparation of alternatively prepared special education teachers.

8.2.a. All alternative preparation programs leading to licensure in special education shall include a minimum of 21 semester hours of instruction in research-based reading strategies (minimum of six semester hours), research-based mathematics strategies (minimum of three semester hours), legal foundations and introduction to special education (minimum of three semester hours), diagnostic evaluation and early intervention strategies (minimum of three semester hours), and consultation (minimum of three semester hours). Programs shall also contain instruction focused on developing IEPs with WVBE content standards and objectives, differentiated instruction, and Positive Behavioral Interventions and Supports.

8.2.b. For currently certified special education teachers who lack content preparation in the area(s) in which they are currently teaching, alternative programs may be

developed to provide these teachers with instruction in the necessary content. These programs shall incorporate professional development to the maximum extent possible to provide the necessary content preparation.

8.2.c. For teachers not currently certified in special education, alternative programs may be developed in accordance with Section 8.2.a. of this policy to provide these teachers with instruction in the skills necessary to provide and support the delivery of instructional services to students with disabilities. At the conclusion of the alternative preparation program, teachers completing this program shall be required to meet the proficiency score(s) on the appropriate state competency exam(s) in special education as identified in Appendix E of this policy.

8.2.d. For individuals not currently licensed, alternative programs may be developed in accordance with Section 8.2.a. of this policy to provide these individuals with instruction in the skills necessary to provide and support the delivery of instructional services and content to students with disabilities. At the conclusion of the alternative preparation program, individuals shall be required to meet the proficiency score(s) on the appropriate state competency exam(s) in special education and professional education as identified in Appendix E of this policy.

8.3. Alternative Preparation Program Providers. - The WVDE, a college or university, school, school district, consortium of schools, and/or regional education service agency seeking to employ and/or prepare an alternative program teacher must submit a plan to the WVBE and receive approval in accordance with W.Va. Code §18A-3-1a.

§126-114-9. Professional Educator Preparation Program Requirements: Student Support and Administration.

9.1. Program Components. - All student support and administrative preparation programs shall consist of three (3) components: preprofessional skills, content specialization, and professional education. The three (3) components, including the associated educational technology and skills, are necessary to satisfy WVBE-approved program requirements.

9.2. Preprofessional Skills Component. - All provisions of this component described for teaching specializations (see Section 6.2 of this policy) apply for student support and administrative specializations.

9.3. Content Specialization Component. - All provisions of this component described for teaching specializations (see Section 6.3 of this policy) apply for student support and administrative specializations except in Section 6.3.a, item 3 of this policy, WVBE content standards and objectives for the public school curriculum pertaining to the specializations.

9.3.a. Instructional Technology Content in Administrator Preparation. All administrator preparation programs must contain a minimum of three semester hours of preparation in instructional technology which incorporate the standards identified in Appendix C-2 of this policy.

9.4. Professional Education Component.

9.4.a. Component Description. - The professional education component for student support services and administrative programs prepares the candidate to integrate the professional pedagogy and the specialization knowledge and skills in an educational setting for the delivery of effective student support services programs or effective leadership roles in an educational setting. The professional education standards are listed in Appendices A-3 and A-4 of this policy.

9.4.b. Component Assessment. - The component shall be assessed as part of the program review process.

9.4.b.1. Performance assessment instruments and procedures shall be developed at the institutional level and procedures for their administration shall be based on the professional education standards in Appendix A of this policy and those performance indicators that are implied in the content specialization standards.

9.4.b.2. The acceptable proficiency level on the professional performance assessment shall be established collaboratively by public school administrators, student support personnel or administrators, and teacher education faculty.

9.4.c. Educator's Assessment and Proficiency Levels.

9.4.c.2. Professional Knowledge Assessment and Proficiency Levels. - Each candidate completing a WVBE-approved program shall be assessed using the institution's performance instrument(s) and procedures developed collaboratively with cooperating public school personnel. A candidate for a student support services specialization is required to complete a performance assessment in each specialization for which licensure is requested. The specialization will be the PreK-Adult programmatic level, therefore, the performance assessment may be completed at any programmatic level.

9.4.c.3. The performance assessments for administrative endorsements shall be administered by a local team composed of the higher education supervisor and public school cooperating personnel or their specified designee. When a public school cooperating educator is not available to administer the performance assessment, higher education may designate an institution-based clinical supervisor in lieu of the public school supervisor. Verification that the candidate has attained the proficiency level shall be determined by both college supervisor and cooperating public school personnel, except where the institution-based clinical supervisor is used under the conditions noted.

§126-114-10. Additional Program Requirements.

10.1. Program Admission, Retention and Exit criteria. - Admission, retention and exit criteria for educational personnel preparation programs shall be determined by the institutions' written policies.

10.2. EPPAC. - Each institution of higher education that offers a WVBE-approved educational personnel preparation program shall have an EPPAC which consists of representatives from college and university educators, teacher education students, public school administrators and classroom teachers, and community representatives. The WVDE shall appoint a liaison to serve as a member of each institution's EPPAC. The liaison to the institution from the WVDE shall serve in a nonvoting role. EPPAC serves as an advisory body to the institution's chief educational personnel preparation officer in developing and reviewing all programs and policies for the preparation of educational personnel with the institution. The EPPAC shall meet at least once a semester and shall review matters pertaining to the preparation and licensure of personnel including the following:

10.2.a. New and revised preparation programs.

10.2.b. Admission, retention and exit criteria.

10.2.c. Preprofessional skills, content specialization, and professional education assessments.

10.2.d. Educational technology activities and assessments.

10.2.e. Annual testing and supply/demand reports.

10.2.f. WVBE and national program reviews and findings.

10.2.g. WVBE educational preparation and licensure policies and statutes.

10.2.h. Recruitment of students.

10.2.i. Clinical and field experiences.

10.2.j. Development and preparation of policies and programs for inclusion in WVBE self-study materials.

10.2.k. Program Modifications. - Substantive program modification, (e.g., addition or deletion of courses, significant changes in course content or clinical experiences), must be submitted to the EPPAC for review. Following the EPPAC review, the institution's administrator for educational personnel preparation programs shall submit a letter summarizing the nature of changes and new curriculum summary sheet to the WVBE. Substantive program modifications that consist of the addition, deletion and/or modification of greater than six semester hours of course work must be submitted to and reviewed by the Educator Preparation Program Review Board. After its review of proposed program modifications, the Educator Preparation Program Review Board will submit its recommendation for acceptance or rejection of the proposed changes to the WVBE. The WVDE shall acknowledge by letter to the institution's administrator for education personnel preparation program the WVBE's acceptance or rejection of the modification. If accepted, the modification shall be incorporated into the

institution's approved program materials on file at the state. Any changes made to an existing WVBE-approved educational personnel preparation program shall be included in the institution's annual report submitted to the WVDE.

10.2.1. An executive summary, including supporting appendices of all EPPAC meetings, shall be included in the institution's annual report.

10.3. Second Field/Programmatic Level Requirements. - An institution may offer a specialization at a single or at multiple programmatic levels as indicated in Appendix D of this policy. However, the institution may establish an institutional policy related to the number of programmatic levels and specializations required for a candidate to satisfy an approved program and recommendation for licensure except for specializations identified in Section 10.4 of this policy.

10.4. Specialization Prerequisites, Restrictions and Timelines.

10.4.a. Gifted. - Gifted education must be taken in combination with a general education specialization leading to an endorsement on a Professional Teaching Certificate. The gifted education endorsement shall be issued for the 1-12 grade levels. Individuals admitted to teacher preparation programs in gifted must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate.

10.4.b. Middle Childhood (5-9). – A middle childhood (5-9) program (i.e., English 5-9, general science 5-9, mathematics 5-9, social studies 5-9) must be taken in combination with another general education specialization leading to an endorsement on a Professional Teaching Certificate.

10.4.c. Reading Education - Reading education must be taken in combination with a general education specialization leading to an endorsement on a Professional Teaching Certificate. The reading education endorsement shall reflect those grade levels that appear on an individual's Professional Teaching Certificate as they relate to the general education endorsement(s).

10.4.d. Special Education. - Effective January 1, 2006, individuals admitted to teacher preparation programs in autism, emotional/behavior disorders (excluding autism), mental impairments (mild/moderate), multi-categorical and specific learning disabilities must hold, qualify for or simultaneously complete a specialization in biology, chemistry, early childhood, elementary education, English, general science, mathematics, physics, reading education, reading specialist and/or social studies as recognized on a Professional Teaching Certificate. Individuals completing an early childhood or elementary education specialization in conjunction with one or more of the special education specializations identified in this section will be granted their special education specialization(s) for the (K-6) programmatic level. Individuals completing one or more of the secondary specializations identified in this section with one or more of the special education specialization(s) identified in the section will be granted their special education

specialization(s) for the (5-Adult) programmatic level. If an individual does not hold any of the endorsements identified in this section, s/he must complete a restricted content endorsement offered through the WVDE in biology, English, general science, mathematics and/or social studies in conjunction with the special education 5-Adult program.

10.5. Program Requirements, Assessments and Test Scores.

10.5.a. Validity Period. - The validity period for a test and a passing score is ten years from the date on which the candidate passed the assessment. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. A candidate whose test scores exceed the ten-year validity period at the time of application for licensure is required to satisfy current tests, passing scores and any changes in the program requirements.

10.5.b. Failure to Apply for Licensure. - A candidate who fails to apply for licensure within 12 months from the date of eligibility for licensure is required to satisfy any additional test and program components in effect at the time of application and to comply with conditions outlined for the validity periods.

10.5.c. New Specializations on a Professional Certificate. - A candidate who wishes to add a new specialization to his or her Professional Teaching Certificate is required to satisfy the approved program content requirements and the testing requirements for the new content specialization if a test is available. It is assumed that a candidate who holds a Professional Teaching Certificate has previously satisfied requirements in the Professional Education and Preprofessional Skills components and that a candidate who holds either the Professional Service or Professional Administrative Certificate has satisfied the Preprofessional Skills component. Institutions may modify this requirement for a candidate seeking an additional specialization based on the candidate's work or career experiences. In addition to satisfying the approved program content requirements and testing requirements for the new content specialization, if available, individuals wishing to add a new specialization to the Professional Teaching Certificate must also complete a supervised practicum which includes a performance assessment. Institutions of higher education will determine the method for and the amount of clinical and/or field-based experiences necessary to satisfy the requirements specified in Section 6.4.b.2.

10.5.d. Substitution of National Evaluation Systems (NES) Content Test in Special Education for Praxis II Education of Exceptional Students: Core Content Knowledge Test. – A candidate who successfully completed the NES test in emotional/behavior disorders, mentally impaired or specific learning disabilities is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test since it is assumed this content was included in the NES special education content test.

10.5.e. Substitution of Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) for Praxis II Education of Exceptional Students: Core Content Knowledge (0353). – A candidate who successfully completed the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) prior to September 2010 is not

required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0353) since it is assumed this content was included in the Praxis II 0351 test.

§126-114.11. Authorization and Accreditation Requirements.

11.1. Institutional Authorization. - A publicly supported institution of higher education must be authorized by its governing board to offer a preparation program(s) leading to West Virginia licensure. In the case of private institutions, a letter from the chief executive officer of the institution authorizing the program offering must be provided.

11.2. Institutional Accreditation. - An institution offering WVBE-approved programs must hold regional accreditation as defined in Section 5.15 of this policy.

§126-114-12. Educator Preparation Program Approval Process.

12.1. Granting of Approved Program Status. - The WVBE is the statutory body with the authority to recognize educational personnel preparation programs leading to the licensure of educators to serve in the public schools of West Virginia. The Educator Preparation Program Review Board will recommend approval status to the WVBE consistent with the program classification and procedure contained in WVBE policies.

12.2. Initial Program Approval.

12.2.a. Request for Institutional Approval. - An institution that does not currently offer WVBE approved programs may notify the WVBE of its desire to offer such programs. This notification must be submitted in writing to the WVBE as least one year prior to the anticipated implementation date of the proposed program(s).

12.2.b. Prerequisite Requirements. - An institution seeking approval to offer WVBE-approved educational personnel preparation programs must meet authorization and accreditation requirements indicated in §126-114-11 prior to the review of the proposed program.

12.2.c. Self-Study. - Self-study and program approval procedures and requirements for a new institution are described in administrative guidelines available from the WVBE.

12.2.d. On-site Review. - New institutions are required to submit to an on-site review by a WVBE team, which cannot consist of an Educator Preparation Program Review Board member, in order to begin the implementation of an approved educational personnel preparation program and must be reviewed again at the end of the five-year period.

12.2.e. Program Status. - At the end of the five-year period, and based on the on-site review, the WVBE will reclassify the program as "continuing" or "conditional" status. If conditional approval is granted, the unit must schedule an on-site visit within two years of the semester in which the conditional approval decision was rendered. The unit, as a part of this

visit, must address all WVBE policies in effect at the time of the conditional approval review at the two-year point. This visit will result in a recommendation for either Continuing Approval or program termination.

12.3. Continuing Program Approval.

12.3.a. Program Review Agreements for Institutions Holding or Seeking NCATE Accreditation. - The WVBE is committed to working collaboratively with West Virginia institutions (public and private) that hold or are seeking NCATE accreditation for the purpose of minimizing duplication in the WVBE and NCATE review processes. Hence, the WVBE shall enter into agreements with the higher education governing boards and/or their institutions, separately or collectively, for the purpose of coordination of review procedures. Such agreements shall include, but are not limited to training a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools, program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and NCATE) review team members and the reporting of program review results.

12.3.b. Program Review Agreements for Institutions Holding or Seeking TEAC Accreditation. - The WVBE is committed to working collaboratively with West Virginia institutions (public and private) that hold or are seeking TEAC accreditation for the purpose of minimizing duplication in the WVBE and TEAC review processes. Hence, the WVBE shall enter into agreements with the higher education governing boards and/or their institutions, separately or collectively, for the purpose of coordination of review procedures. Such agreements shall include, but are not limited to training a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools, program review timetables, format and content of institutional reports, selection/appointment, number and role of joint (state and TEAC) review team members and the reporting of program review results.

12.3.c. Program Review Agreements for non-NCATE and non-TEAC Institutions. The WVDE shall coordinate the review of educational personnel preparation programs offered by non-NCATE and non-TEAC institutions at least every seven years. The WVDE shall establish time lines related to the submission of data and other documentation of the institution's compliance with West Virginia Educator Preparation Program Standards, program approval criteria, the scheduling of program reviews, the role of state team review members, and procedures for the reporting of program review results. The state team members shall be selected and appointed from a pool of qualified educator preparation program assessors/examiners drawn from higher education institutions and public schools by the WVDE.

12.3.d. Review of WVBE-Approved Programs at the Discretion of the WVDE. – The WVDE may determine that a review of WVBE-approved programs is necessary at a time that does not coincide with the institution's seven-year review scheduled through the NCATE, TEAC or WVDE continuing program review process. At its discretion, the WVDE may assemble a team of representatives from the WVDE, higher education and the public schools to review any matters of concern identified by the WVDE.

§126-114-13. Educator Preparation Program Review Board.

13.1. Educator Preparation Program Review Board Purpose. - The WVBE has created the Educator Preparation Program Review Board to make recommendations to the WVBE regarding initial and continuing educator preparation program approval.

13.2. Educator Preparation Program Review Board Composition. - The Educator Preparation Program Review Board shall be comprised of seven members selected from a pool of trained educator preparation program assessors/examiners; three members shall represent higher education (two representatives appointed by the West Virginia Higher Education Policy Commission and one representative appointed by the West Virginia Independent Colleges and Universities) and three members shall represent public education, grades PreK-Adult, appointed by the WVBE. Each year the chairperson of the WVCPTS shall appoint a higher education representative of the WVCPTS to the Educator Preparation Program Review Board. The terms of the Educator Preparation Program Review Board members shall be for three years. An Educator Preparation Program Review Board member must exempt himself/herself from deliberations and actions related to an institution's status if s/he is an employee of that institution or served as a team member during the institution's program review. Educator Preparation Program Review Board members may not be appointed to serve more than two consecutive terms.

13.3. Educator Preparation Program Review Board Functions. - The primary functions of the Educator Preparation Program Review Board are to: 1) review the findings of the State Team Reports from the state on-site reviews or other documents deemed appropriate or relevant to the approval status of the educational personnel preparation program; 2) review proposed content specializations; 3) solicit from institutional staff and/or team members clarification on questions that might arise during the review of materials; and 4) recommend approval to the WVBE for only those educational personnel preparation programs and/or their components which satisfy the WVBE criteria.

13.4. Educator Preparation Program Review Board Procedures. - The Educator Preparation Program Review Board member must exempt himself/herself from deliberations and actions related to an institution's status if s/he is a current employee of that institution or served as a team member during the institution's initial program review. The Educator Preparation Program Review Board shall meet at least once each semester unless no materials have been submitted to it for review and recommendation. Any new content specialization recommended for implementation will be recommended for approval until the institution's next state on-site review. If the Educator Preparation Program Review Board determines and verifies in its written report that a proposed new content specialization has serious weaknesses or lacks verification that the standards have been met, the Educator Preparation Program Review Board may withhold its recommendation for program implementation. When the findings in the State Team Report verify that a content specialization and/or its components have serious weaknesses or the program lacks adequate documentation validating that the program is in compliance with the West Virginia Educator Preparation Program Standards, the Educator Preparation Program Review Board may withhold its recommendation to the WVBE to grant continuing program

approval. Procedures for the operation of the Educator Preparation Program Review Board are outlined in the Guidelines for the Submission of New Content Specialization and the Guidelines for On-site Review Procedures.

§126-114-14. Annual Reports.

14.1. Annual Reports. - Each institution with a WVBE-approved program shall report annually to the WVBE on its progress to: a) meet any program component standards that are not fully met as identified by the Educator Preparation Program Review Board for new content specializations and/or reports from the state on-site review team, b) implement new legislative or WVBE initiatives or policies that impact the qualifications and preparation programs for new educational personnel, c) address any new program criteria that require implementation by the institution prior to the comprehensive or continuing on-site reviews, and d) maintain current program descriptions by identifying the major changes and initiatives undertaken during the past academic year. In addition to progress indicators, each institution shall contribute annually to the database related to the licensure and preparation of educational personnel and to the follow-up of the institution's graduates to ensure an adequate assessment of West Virginia's supply and demand for educational personnel. Data collected from institutions shall include, but not be limited to, demographics of the teacher candidates; the average raw score of candidates admitted to the program on the preprofessional skills test (taken prior to program admission); the number of candidates entering and completing student teaching in a reporting year; the number of graduates who passed state licensing exams (subject matter and pedagogy); the satisfaction rating by cooperating teachers on student teachers from the institution; the average raw score of candidates on subject matter and pedagogy exams; evidence that the program informs candidates of certification areas that are identified as low-need areas; and evidence that the program encourages candidates to pursue certification in high-shortage areas. . Additional data to be collected shall include initiatives underway in the unit and the unit's involvement with P-12 schools. The WVBE shall review the annual reports for compliance with the WVBE criteria specified for the annual report and for ongoing performance indicators. If the WVBE has concerns about the quality of the program based on these reports or other accepted performance indicators, these concerns shall be identified in a written notice to the institution. Any weakness and/or concerns identified through the program approval process shall be monitored annually by the WVBE.

14.2. Noncompliance. - An institution that fails to submit or to meet the criteria for any WVBE and/or national report or monitoring is subject to having the institution's program approval status withdrawn in addition to paying the required federal fines. When an institution fails to submit the required information, the WVDE may recommend an alteration in the program's approval status to the WVBE for review and action.

§126-114-15. Procedures for Initiating a New Content Specialization.

15.1. Authorization. - An institution currently delivering approved educational personnel preparation programs must obtain approval from its governing board for the implementation of any new program prior to seeking review by the authorized agency. All institutions participating

in the collaborative delivery of a program shall obtain the authorization of their respective boards.

15.2. Self-Study. - The institution must develop a self-study that addresses all criteria established in the self-study guidelines for new content specializations. EPPAC review of the new content specialization must be documented.

15.3. Educator Preparation Program Review Board. - The self-study shall be submitted to the Educator Preparation Program Review Board for review. Upon review of the self-study, the Educator Preparation Program Review Board may:

15.3.a. Recommend to the WVBE that the program be implemented, with or without conditions; **OR**

15.3.b. Require additional documentation (written and/or as a result of an on-site review) to further determine the program's readiness for implementation; **OR**

15.3.c. Require additional program development before the program is recommended for implementation. The institution may request technical assistance from the authorized agency as provided in Section 18 of this policy.

§126-114-16. Procedures for Initiating an Experimental Program or for Conducting Research on Components on Implementation Procedures within Current Policy.

16.1. Experimental Programs. - An institution currently operating approved educational personnel preparation programs may seek approval for an experimental personnel preparation program in a teaching, student support services or administrative area where there is no current WVBE approved specialization leading to West Virginia licensure provided the self-study contains sufficient justification to warrant the new specialization. The institution is encouraged to collaborate with the WVDE during the program's initial planning stage. The institution must identify the program objectives for the experimental program from which the curriculum shall be developed. All aspects for the review and approval of an experimental program, other than WVBE adopted program objectives, are the same as those outlined in Section 15 of this policy for a new content specialization. The experimental program's self-study must comply with the guidelines adopted by the WVDE.

16.2. Research Options. - An institution operating approved educational personnel preparation programs may seek approval for a waiver from component requirements and or procedures in current policy for research purposes to determine if the alternative described in the waiver prepares candidates who are equal to or better than candidates subject to policy guidelines. Such request must be in writing and submitted to the Educator Preparation Program Review Board.

16.3. Program Guidelines. - An institution that seeks approval to offer an experimental program or a waiver of current policy must submit the proposal in research format by clearly indicating the objective of the project, the persons and agencies involved, the duration of the

project, the assessment procedures and time lines, and the project coordinator. The institution must also agree to prepare and submit a summary of its findings to the Educator Preparation Program Review Board, the WVCPTS and the WVDE.

§126-114-17. Educator Preparation Program Approval Waiver.

17.1. Waivers for new programs may be granted based on critical teacher shortage areas.

§126-114-18. Technical Assistance.

18.1. Technical Assistance in Program Development. - At the request of a West Virginia educational personnel preparation institution, the WVDE shall provide technical assistance for purposes of program development.

§126-114-19. Federal Monitoring.

19.1. Recent federal legislation will require the WVDE to conduct institutional monitoring following federally established guidelines. Federal monitoring requirements will be implemented pursuant to the procedures set forth in this policy whenever possible.

§126-114-20. Severability.

20.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

APPENDIX A-1

Conceptual Foundation
For Teaching and Learning in West Virginia

Vision Statement

All students will achieve their maximum potential in order to become life-long learners and productive, responsible citizens. Therefore, it is fundamental to the interests of West Virginia's children to collaboratively maintain a thorough, efficient and accountable comprehensive educational system that meets the needs of West Virginia's future.

Core Beliefs

The education system in West Virginia is founded in the following beliefs about children, teaching, and learning:

- Students master core subjects in a contemporary context.
- Instruction always includes content in a contemporary context through the incorporation of relevant examples, applications and settings.
- Extensive contemporary content is available and used by students, including global awareness, civic and business literacy.
- Where applicable, schools create 21st century content that is relevant to the economic needs of their region, such as biotechnology, manufacturing or agricultural technology.
- Educational objectives and teaching strategies emphasize the integration of learning skills and 21st century tools, which comprises information, technology and communication (ITC) literacy.
- Learning skills and 21st century tools are used together to enable students to effectively build content knowledge.
- Through integrating learning skills and 21st century tools, students are able to do such things as access and communicate information, manage complexity, solve problems and think critically and creatively.
- 100% of students have access to 21st century tools.
- All assessment is learner-centered, formative, context-specific, ongoing and rooted in teaching strategies.

- All teachers use classroom assessments that demonstrate evidence of student performance in core subjects and 21st century skills.

- All teachers share with parents and students the information needed to monitor student progress in achieving learning goals.

- Students, teachers and parents always collaborate to monitor student progress in achieving learning goals and use assessment to evaluate long-term student progress.

- Most assessments use technology and record student performance as a means of tracking information over time.

- Teachers act as facilitators, resources and partners for teaching and learning.

- All teachers use adaptable and flexible teaching and learning strategies that integrate 21st century skills.

- All teachers act as role models in the application and use of 21st century skills.

Adopted from the Partnership for 21st Century Skills

APPENDIX A-2

West Virginia Professional Teaching Standards

Teachers play a new professional role as facilitators of education to assure that every student has the opportunity for success in life and in work in this global society. These professional teaching standards are the basis for teacher preparation, assessment of teacher practice and professional development. Professional teaching standards provide a common language that describes what a teacher needs to know and be able to do. The curriculum for West Virginia higher education teacher preparation programs that lead to certification should reflect, and be aligned to, these teaching standards.

Professional Teaching Standards:

These professional teaching standards provide the expectation that every West Virginia teacher will demonstrate expertise in five broad areas that are the basis for what teachers must know and be able to do:

- **Curriculum and Planning**
- **The Learner and the Learning Environment**
- **Teaching**
- **Professional responsibilities for self-renewal**
- **Professional responsibilities for school and community**

Standard 1: Curriculum and Planning

The teacher displays deep knowledge of the core content skills and tools and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness, economic, business and entrepreneurial literacy, civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, but it must be combined with an understanding of the complex and sophisticated relationships within the content, and must be made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of and depth of knowledge in the West Virginia Content Standards and Objectives. The teacher uses knowledge of content, process and 21st century learning skills to move beyond being a *provider* of knowledge to being a *facilitator* of learning. Experiences are created to advance student learning and systems thinking through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

Function 1A: Core Content – *The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.*

Function 1B: Pedagogy – *The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation and problem-solving.*

Function 1C: Setting Goals and Objectives for Learning –*The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.*

Function 1D: Designing Instruction – *The teacher designs instruction that engages student in meaningful instructional activities using the WV Content Standards and Objectives and resulting in intentional student learning.*

Function 1E: Student Assessments – *The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.*

Standard 2: The Learner and the Learning Environment

The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learning culture that allows all students to be successful while respecting their differences in learning styles, socio-economic, cultural and developmental characteristics. That respect for diversity is apparent in the design of the learning environment – the activities and tasks, the materials and the student groupings—to assure student learning.. The learning environment is characterized by effective classroom procedures, the appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions and misunderstanding of concepts are addressed in the lesson design to assure that the appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

Function 2A: Understanding intellectual/cognitive, social, and emotional development – *The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.*

Function 2B: Creating an environment of respect and rapport – *The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.*

Function 2C: Establishing a culture for learning – *The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.*

Function 2D: Implementing classroom procedures – *The teacher assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.*

Function 2E: Managing student behaviors – *The teacher collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.*

Function 2F: Organizing the learning environment – *The teacher assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.*

Standard 3: Teaching

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing, and grouping techniques that engage all students and elicit clear evidence of their learning.

The teacher engages in the instructional cycle of planning, instructing, assessing and adjusting based on data. The teacher extracts data from ongoing formative/classroom assessments to inform and adjust instruction for intervention, enrichment, or the next acquisition lesson. The teacher uses summative assessment data to measure student progress toward mastery of the West Virginia Content Standards and Objectives. The teacher provides timely, specific descriptive feedback through classroom assessment *for* learning practices, thus enabling students to self-assess and set their own goals. Excitement about learning is not only demonstrated in the instruction, but also by the engagement of the students in learning activities that are relevant and based on individual needs and learning characteristics.

Function 3A: Importance of Content – *The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.*

Function 3B: Communicating with Students – *The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.*

Function 3C: Questioning and Discussion Techniques – *The teacher practices quality questioning techniques and engages students in discussion.*

Function 3D: Student Engagement – *The teacher delivers instruction to motivate and engage students in a deep understanding of the content.*

Function 3E: Use of Assessments in Instruction – *The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.*

Function 3F: Demonstrating Flexibility and Responsiveness – *The teacher adjusts instruction based on the needs of the students and in response to "teachable moments."*

Standard 4: Professional Responsibilities for Self-Renewal

The teacher persistently and critically examines their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialog enables teachers to discover better practice, be supported by colleagues in engaging in that practice, and significantly contribute to the learning of others as members of a professional learning community. Teachers contribute to the teaching profession through the implementation of practices that improve teaching and learning.

Function 4A: Professional Learning – *The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvements focused on how to learn, teach and work in a global and digital society.*

Function 4B: Professional Collaborative Practice– *The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions/issues related to the school and student achievement.*

Function 4C: Reflection on Practice – *The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.*

Function 4D: Professional Contribution – *The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.*

Standard 5: Professional Responsibilities for School and Community

The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a primary responsibility for the improvement of the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability,

the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students, on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Function 5A: School Mission – *The teacher works collaboratively with the principal and colleagues to develop and support the school mission.*

Function 5B: School-wide Activities – *The teacher participates in the development and implementation of school-wide initiatives in curriculum, instruction and assessment.*

Function 5C: Learner-Centered Culture – *The teacher participates in activities and model behaviors that build and sustain a learner-centered culture.*

Function 5D: Student Support Systems – *The teacher works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning to occur.*

Function 5E: Student Management Systems – *The teacher works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.*

Function 5F: School, Family and Community Connections – *The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.*

Function 5G: Strategic Planning/Continuous Improvement – *The teacher participates in the development and implementation of the school's strategic planning and continuous improvement.*

Function 5H: Teacher Leadership – *The teacher demonstrates leadership by implementing classroom and school initiatives that improve education as well as by making positive changes in policy and practice that affect student learning.*

Function 5I: Ethical Standards – *The teacher models the ethical standards expected for the profession in the learning environment and in the community.*

Created by the West Virginia Commission for Professional Teaching Standards and the West Virginia Task Force on Professional Teaching Standards.

APPENDIX A-3

West Virginia Professional Standards for Student Support Services

The institution's program in professional studies shall promote the development and assessment of the following knowledge and skills for candidates completing a WVBE-approved student support services program. The candidate shall be able to demonstrate that s/he:

1.0 Student Services/Programs

1.1. Understands how students learn and develop and provides them with developmentally appropriate experiences or services that support their intellectual, social and personal development.

1.2. Understands the needs of special education and at-risk students and is knowledgeable of the educational programs and practices available to meet their needs.

1.3 Understands individual and group motivation and can develop strategies for organizing and supporting individual and group needs.

1.4. Has a well-grounded framework in understanding cultural and community diversity and can make accommodations for these differences.

2.0. Professional Role

2.1 Understands and practices effective communication strategies in working with students, faculty, parents and the community agencies.

2.2 Reflects on effectiveness of her/his contributions to students and the school community.

2.3. Seeks opportunities to foster positive relationships with school colleagues, parents and community agencies in endeavors that support students' learning and well-being.

2.4. Understands and utilizes ethical practices.

3.0. Schools and the Education Community

3.1. Understands the functions of schools, their purpose and administrative structure as well as the social, moral, governance and political dimensions of education.

APPENDIX A-4

West Virginia Standards for School Leaders

Standard 1: Vision
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: School Culture/Instruction
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: School Management/Environment
A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization and resources for a safe, efficient and effective learning environment.

Standard 4: School Community
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5: Personal/Professional Demeanor
A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Standard 6: Systems
A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Adopted from the Interstate Schools Leaders Licensure Consortium's Standards for School Leaders

APPENDIX A-5

West Virginia Educator Preparation Program Standards

There is no one best format for teacher education programs. All teacher preparation programs, however, need to be based on the West Virginia Professional Teaching Standards. The conceptual framework and the structure of educator preparation programs may vary, but they should be rooted in the following program standards. The conceptual framework shall establish the shared vision for a unit's efforts in preparing educators to work effectively in PreK-12 schools. The programs, courses, teaching, candidate performance, scholarship, service and unit accountability should all be linked to the conceptual framework. The conceptual framework(s) shall be knowledge-based, articulated, shared, coherent and consistent with the unit and/or institutional mission.

I. CANDIDATE PERFORMANCE

Standard 1. Candidate Knowledge, Skills and Dispositions
Candidates[1] preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students[2] learn. Assessments indicate that candidates meet professional, state and instutional[3] standards.

Element 1. Content Knowledge for Teacher Candidates
Element 2. Content Knowledge for Other Professional School Personnel
Element 3. Pedagogical Content Knowledge for Teacher Candidates
Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
Element 5. Professional Knowledge and Skills for Other School Personnel
Element 6. Dispositions for All Candidates
Element 7. Student Learning for Teacher Candidates
Element 8. Student Learning for Other Professional School Personnel

Standard 2. Assessment System and Unit Evaluation
The Unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element 1. Assessment System
Element 2. Data Collection, Analysis, and Evaluation
Element 3. Use of Data for Program

II. UNIT CAPACITY

Standard 3. Field Experiences and Clinical Practice
The unit and its school partners design, implement and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.

Element 1. Collaboration between Unit and School Partners
Element 2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
Element 3. Candidates' Development and Demonstration of Knowledge, Skills, and Disposition To Help All Students Learn

Standard 4. Diversity
The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

Element 1. Design, Implementation, and Evaluation of Curriculum and Experiences
Element 2. Experiences Working with Diverse Faculty
Element 3. Experiences Working with Diverse Candidates
Element 4. Experiences Working with Diverse Students in P-12 Schools

Standard 5. Faculty Qualifications, Performance and Development
Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Element 1. Qualified Faculty
Element 2. Modeling Best Professional Practices in Teaching
Element 3. Modeling Best Professional Practices in Scholarship
Element 4. Modeling Best Professional Practice in Service
Element 5. Collaboration
Element 6. Unit Evaluation of Professional Education Faculty Performance
Element 7. Unit Facilitation of Professional Development

Standard 6. Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

Element 1. Unit Leadership and Authority
Element 2. Unit Budget
Element 3. Personnel
Element 4. Unit Facilities
Element 5. Unit Resources Including Technology

[1]Candidates include persons preparing to teach, teachers who are continuing their professional development and persons preparing for other professional roles in schools such as principals, school psychologists and school library media specialists.

[2] "All students" include students with exceptionalities and the different ethnic, racial, gender, language, religious, socioeconomic and regional/geographic origins.

[3] Institutional standards are reflected in the unit's conceptual framework and include candidate proficiencies.

Modified from NCATE Standards 2000

APPENDIX A-6

West Virginia Professional School Counselor Standards

School counselors play a vital role in supporting the success of all students by providing academic, career and personal/social development through a school counseling program that engages all stakeholders in providing a system of student supports within and across all programmatic levels. These Professional School Counselor Performance Standards provide a common language that describes what a counselor needs to know and be able to do, serve as a foundation for assessment of school counselor practice, and provide context for professional development. The curriculum for West Virginia higher education school counselor preparation programs should reflect and align to these school counselor performance standards.

Professional School Counselor Performance Standards:

These school counselor performance standards provide the expectation that every West Virginia school counselor will demonstrate expertise in five broad areas that are the basis for what counselors must know and be able to do:

- **Program Planning, Design and Management**
- **Program Delivery**
- **Data Driven Accountability and Program Evaluation**
- **Leadership and Advocacy**
- **Professional Growth and Responsibilities**

Standard 1: Program Planning, Design and Management

The school counselor plans, designs and manages a school counseling program that is 'balanced' between academic, career, personal/social domains, and delivery systems. The school counseling program is comprehensive and includes individual student planning and counseling, group counseling, classroom guidance, and responsive services. The counselor works collaboratively with school leadership, staff and community stakeholders to set goals and priorities for the school counseling program, intentionally aligning the program with other curricular areas, relevant school initiatives, and the school's strategic plan. The school counselor assures that all program components and practices are aligned with established foundational components including the school counselor performance standards, the school counseling mission, beliefs and philosophy statements, and state student standards. The school counselor establishes a systemic process of involving stakeholders in program planning using diverse approaches consistent with best practices and assesses student needs and program effectiveness using a variety of tools to identify school needs and to plan specific activities designed to achieve optimal student results related to academic, career and personal/social development needs of ALL students.

Function 1A: PROGRAM PLANNING - *Plans a balanced comprehensive school counseling program.*

Function 1B: PROGRAM DESIGN - *Designs a balanced comprehensive school counseling program.*
Function 1C: PROGRAM MANAGEMENT - *Manages a comprehensive school counseling program.*
Function 1D: STAKEHOLDER COLLABORATION – *Collaborates with stakeholders to plan and manage the school counseling program.*

Standard 2: Program Delivery

The professional school counselor delivers a balanced, comprehensive, developmental school counseling program that includes all delivery systems and equally addresses academic, career, and personal/social domains. In collaboration with school and community stakeholders, the school counselor delivers a standards and research-based guidance curriculum and school-wide prevention programs that contribute to a safe and positive school environment. The counselor engages staff and community agencies through a systemic approach to provide early identification and interventions for at risk students. The counselor facilitates the connections between students and families with opportunities that enhance academic, career, and personal/social development. The counselor assures implementation of effective transitioning practices that support all students during transitions within and between programmatic levels. The counselor involves school staff in a systemic approach to assessing, identifying, and implementing school-wide crisis prevention and intervention services. The counselor continually seeks to maintain a system of school-wide supports and to empower staff to provide personalized supports for all students.

Function 2A: PROGRAM DELIVERY - *Ensures the delivery of a comprehensive, developmental school counseling program aligned with West Virginia Board of Education policy.*
Function 2B: RESEARCHED BEST PRACTICES - *Utilizes research-based best practices to deliver individual and group counseling and classroom guidance curriculum.*
Function 2C: GUIDANCE CURRICULUM - *Facilitates delivery of a comprehensive guidance curriculum to meet the developmental needs of all students.*
Function 2D: INDIVIDUAL STUDENT PLANNING - *Coordinates an ongoing systemic approach to assist individual students in establishing personal goals and develop future plans.*
Function 2E: RESPONSIVE SERVICES - *Provides a continuum of interventions in response to student needs.*
Function 2F: STUDENT SUPPORTS - *Assists in developing comprehensive student supports within the school and community to support academic, career, and personal/social development of all students.*
Function 2G: SUCCESSFUL TRANSITIONS – *Acts as a team member to facilitate a school-wide system of student supports.*

Standard 3: Data Driven Accountability and Program Evaluation

The professional school counselor systematically gathers, examines and analyzes individual student and school system data to evaluate the effectiveness of activities and interventions of the school counseling program. The counselor assures there are process protocols available and uses the protocols to inform, plan, manage, implement, and evaluate the effectiveness of the school counseling program. The counselor uses the results of program accountability measures to continually improve the school counseling program in meeting the developmental needs of all students.

Function 3A: PROGRAM RESULTS - *Uses data to measure the results and impact of the school counseling program.*
Function 3B: PROGRAM COMPLETENESS - *Evaluates the degree to which the school counseling program is implemented and aligned to West Virginia Board of Education policy.*

Standard 4: Leadership and Advocacy

The professional school counselor advocates for the success of all students by promoting equity and access to curriculum, programs, services and resources. The counselor facilitates professional development for school staff and provides training for stakeholders that advances and reinforces the school counseling program, its services and activities. The counselor promotes the achievements of students through the school counseling program. In order to foster success for all students, the counselor is actively engaged in establishing school practices and procedures that contribute to an effective school counseling program. The counselor assumes a school leadership role in ensuring the school counseling program is an integral part of the strategic plan of the school.

Function 4A: STUDENT ADVOCACY - *Advocates for success of ALL students.*
Function 4B: STAKEHOLDER TRAINING - *Facilitates appropriate training for stakeholders and staff related to school counseling program mission.*
Function 4C: PROGRAM ADVOCACY - *Advocates for and promotes the comprehensive school counseling program.*

Standard 5: Professional Growth and Responsibilities

The professional school counselor continually seeks contemporary knowledge and skills and integrates the most current research into his/her practice in order to advance the school counseling program and profession. The counselor sets professional development goals based on identified needs using recognized national and state standards, self-assessment, and other sources of information that inform professional practice. In order to optimize practice and discover new resources, the counselor routinely creates opportunities to engage, collaborate, and consult with other counselors. The counselor adheres to ethical standards and local, state and national policies that impact school counseling practice and sets high standards of professional performance. The counselor contributes to the growth of the school counseling profession by consistent demonstration of professional habits that advance the profession and that assure a

school counseling program that meets the academic, career, and personal/social development needs of all students.

Function 5A: Knowledge and Skills - *Enhances knowledge and skills to advance professional practice.*
Function 5B: Legal and Ethical Practices - *Adheres to professional ethical standards, policies, and laws in conduct and in practices.*
Function 5C: Growth of Profession - *Contributes to growth of the school counseling profession.*

Created by the West Virginia School Counseling Model Task Force and Standards Sub-Committee.

APPENDIX A-7

West Virginia Elementary Mathematics Specialist (EMS) Standards (Endorsement and Masters Degree Programs)

These standards lead to an elementary mathematics specialist add-on endorsement at the graduate or undergraduate level.

Process Standards (Standards 1-7)

The process standards recognize that mathematics is best approached as a unified whole. Mathematical concepts, procedures, and intellectual processes are interrelated such that, in a significant sense, the "whole is greater than the sum of the parts." This approach is addressed by faculty involved in mathematics content, mathematics education, and education working together in developing candidates' experiences.

Standard 1: Knowledge of Mathematical Problem Solving

Candidates know, understand, and apply the process of mathematical problem solving.

Indicators

1.1 Apply and adapt a variety of appropriate mathematical strategies to solve problems.
1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts.
1.3 Build new mathematical knowledge through problem solving.
1.4 Monitor and reflect on the process of mathematical problem solving.

Standard 2: Knowledge of Reasoning and Proof

Candidates reason, construct, and evaluate mathematical arguments.

Indicators

2.1 Recognize reasoning and proof as fundamental aspects of mathematics.
2.2 Make and investigate mathematical conjectures.
2.3 Apply basic logic structures to develop and evaluate mathematical arguments and proofs.
2.4 Select and use various types of reasoning and methods of proof.

Standard 3: Knowledge of Mathematical Communication

Candidates communicate their mathematical thinking orally and in writing to peers, faculty, students, and others.

Indicators

3.1 Organize mathematical thinking through various effective communication modalities.
3.2 Analyze and evaluate the mathematical thinking and strategies of others.

Standard 4: Knowledge of Mathematical Connections

Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

Indicators

4.1 Recognize and use connections among mathematical ideas.
4.2 Recognize and apply mathematics in contexts outside of mathematics.
4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole.

Standard 5: Knowledge of Mathematical Representation

Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

Indicators

5.1 Use representations to model and interpret physical, social, and mathematical phenomena.
5.2 Create and use representations to organize, record, and communicate mathematical ideas.
5.3 Select, apply, and translate among mathematical representations to solve problems.
5.4 Use multiple representations to model numbers, computations and algorithms, moving student understanding from concrete, to representational (symbolic), to abstract.

Standard 6: Knowledge of Technology

Candidates embrace technology as an essential tool for teaching and learning mathematics.

Indicator

6.1 Use knowledge of mathematics to select and use appropriate technological tools.

Standard 7: Dispositions

Candidates support a positive disposition toward mathematical processes and mathematical learning.

Indicators

7.1 Demonstrate a commitment to mathematical equity.
7.2 Demonstrate a commitment to empowering students to use mathematics in creative ways.
7.3 Demonstrate a commitment to learning for conceptual understanding as well as procedural fluency in mathematics.

Pedagogy Standard (Standard 8)

In addition to knowing students as learners, mathematics teacher candidates should develop knowledge of and ability to use and evaluate instructional strategies and classroom organizational models, ways to represent mathematical concepts and procedures, instructional materials and resources, ways to promote discourse, and means of assessing student understanding. This section on pedagogy is to address this knowledge and skill.

Standard 8: Knowledge of Mathematics Pedagogy

Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Indicators

8.1 Candidates must have specialized mathematical knowledge for teaching that enables them to:

- Support the development of *mathematical proficiency* as characterized by conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition *(National Research Council, 2001)*.
- Create opportunities for learners to develop mathematical practices and to critically evaluate their selection and use of these practices.
- Diagnose mathematical misconceptions and errors and design appropriate interventions.
- Decide whether, how, and how far to utilize specific oral or written responses from learners.
- Recognize, evaluate, and respond to multiple, often non-standard solutions to problems.
- Choose and/or design tasks to support the learning of new mathematical ideas or methods, or to test learners' understanding of them.

8.2 Understand learning trajectories related to particular topics in mathematics and use this knowledge to organize and deliver instruction that is developmentally appropriate and responsive to individual learners.

8.3 Construct and evaluate multiple representations of mathematical ideas or processes, establish correspondences between representations, and understand the purpose and value of doing so.

8.4 Use various instructional applications of technology in ways that are mathematically and pedagogically grounded.

8.5 Use multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students' mathematical knowledge.

8.6 Reflect knowledge of research regarding the teaching and learning of mathematics in instructional practice.

8.7 Develop learners' abilities to make and investigate conjectures and provide justifications for their arguments.

Content (Standards 9-13)

Candidates' comfort with, and confidence in, their knowledge of mathematics affects both what they teach and how they teach it. Knowing mathematics includes understanding specific concepts and procedures as well as the process of doing mathematics. That knowledge is the subject of the following standards.

Standard 9: Knowledge of Number and Operations

Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meanings of operations.

Indicators

9.1 Demonstrate an understanding of non-quantified comparisons (less than, more than, the same), decomposition of numbers, 1-to-1 correspondence, conservation of quantity, cardinality and ordinality.

9.2 Develop a comprehensive repertoire of interpretations of the four operations of arithmetic and of the common ways they can be applied.

9.3 Demonstrate an understanding of the structure of place-value notation in general and base-10 notation in particular, i.e. how place-value notations efficiently represent even very large numbers, as well as decimals; use of these notations to order numbers, estimate, and represent order of magnitude (e.g., using scientific notation).

9.4 Develop an understanding of multi-digit calculations, including standard algorithms, mental math, and non-standard ways commonly created by students; informal reasoning used in calculations and reasonableness of solution.

9.5 Understand basic number systems: whole numbers (non-negative integers), integers, non-negative rational numbers, rational numbers, and real numbers; relationships among them, and locations of numbers in each system on the number line; and what is involved in extending operations from each system (e.g., whole numbers) to larger systems (e.g., rational numbers).

9.6 Demonstrate an understanding of multiplicative arithmetic: factors, multiples, primes, least common multiple, greatest common factor; proportional reasoning and rescaling.
9.7 Demonstrate a deep understanding of rational numbers, operations with rational numbers represented as fractions, decimals and percents.
9.8 Demonstrate knowledge of the historical development of number and number systems including contributions from diverse cultures.

Standard 10: Knowledge of Different Perspectives on Algebra

Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Indicators

10.1 Recognize commutativity, associativity, and distributivity, and 0 and 1 as identity elements in the basic number systems; understand how these may be used in computations and to deduce the correctness of algorithms. Use order-of-operations conventions.
10.2 Recognize literal symbols as names for mathematical objects; the process of *substitution* of particular numbers into variable expressions; the *solution set* of an algebraic equation or relation; transformations of equations (or relations) that do not change the solution set.
10.3 Model problems, both mathematical and "real world," using algebraic equations and relations.
10.4 Explore and analyze patterns, relations, and functions.
10.5 Understand the concept of a function as defining one variable uniquely in terms of another. Familiarity with basic types of functions. Represent a function: formula, graph, table or situation.
10.6 Find functions to model various kinds of growth, both numerical and geometric.
10.7 Investigate equality and its relationship in equations.
10.8 Demonstrate knowledge of the historical development of algebra including contributions from diverse cultures.

Standard 11: Knowledge of Geometries

Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Indicators

11.1 Use visualization, the properties of two- and three-dimensional shapes, and geometric modeling.
11.2 Compose and decompose plane and solid figures.
11.3 Build and manipulate representations of two- and three-dimensional objects using concrete models, drawings, and dynamic geometry software.

11.4 Specify locations and describe spatial relationships using coordinate geometry. Draw and identify lines and their subsets and angles and classify shapes by properties of their lines and angles.
11.5 Apply transformations and use symmetry, congruence, and similarity.
11.6 Demonstrate knowledge of the historical development of Euclidean geometry including contributions from diverse cultures.

Standard 12: Knowledge of Data Analysis, Statistics, and Probability

Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Indicators

12.1 Address relevant investigations by creating data sets and collecting, organizing, and displaying relevant data.
12.2 Use statistical methods and technological tools to analyze data and determine measures that describe shape, spread, and center of the distribution of the set of data and when and why those measures are appropriate.
12.3 Apply the basic concepts of probability and ways to represent them; making judgments under conditions of uncertainty; measuring likelihood; becoming familiar with the concept of randomness.
12.4 Distinguish categorical (discrete) data (e.g., gender, favorite ice cream flavor) from measurement (continuous) data.
12.5 Demonstrate knowledge of the historical development of probability and statistics including contributions from diverse cultures.

Standard 13: Knowledge of Measurement

Candidates apply and use measurement concepts and tools.

Indicators

13.1 Demonstrate understanding of non-standard and standard units of measure.
13.2 Select and use appropriate measurement units, techniques, and tools.
13.3 Recognize and apply measurable attributes of objects and the units, systems and processes of measurement.
13.4 Employ estimation as a way of understanding measurement units and processes.
13.5 Understand and apply common units of geometric measures including: angles, perimeter, area and volume.
13.6 Demonstrate knowledge of the historical development of measurement and measurement systems including contributions from diverse cultures.

References

Association of Mathematics Teacher Educators. (2010). *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs.* San Diego, CA: AMTE.

National Council of Teachers of Mathematics. (2003). *NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists.*

National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics.* J. Kilpatrick, J. Swafford, & B. Findell (eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

APPENDIX A-8

West Virginia Elementary Mathematics Specialist Standards (Masters Degree Programs)

These standards lead to an elementary mathematics specialist component within a master's degree program.

The Elementary Mathematics Specialist Masters Level program will include all of the EMS Standards set out in Appendix A-7 for the Elementary Mathematics Specialist Endorsement program in addition to the Standards set forth in Appendix A-8.

Curriculum and Assessment Standard (Standard 14)

Standard 14: Curriculum and Assessment

Candidates demonstrate leadership in decisions regarding mathematics curriculum and assessment at the school and/or district level.

Indicators

14.1 Understand and lead others to understand the importance of careful sequencing and development of mathematical ideas, concepts, and skills in the pre-K–middle grades curriculum; be able to engage in discussions and decision-making to establish appropriate benchmarks for learning goals from pre-K to middle grades.

14.2 Select, use, adapt, and determine the suitability of mathematics curricula and teaching materials (e.g., textbooks, technology, manipulatives) for particular learning goals.

14.3 Evaluate the alignment of local and state curriculum standards, textbooks, and district and state assessments, and recommend appropriate adjustments to address gaps at the school and district level.

14.4 Know the different formats, purposes, uses, and limitations of various types of assessment of student learning; be able to choose, design, and/or adapt assessment tasks for monitoring student learning.

14.5 Analyze formative and summative assessment results, make appropriate interpretations and communicate results to appropriate and varied audiences.

Leadership Knowledge and Skills Standard (Standard 15)

Standard 15: Leadership Knowledge and Skills

Candidates are prepared to take on collegial non-evaluative leadership roles within their schools and districts. They must have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

Indicators:

15.1 Use professional resources such as professional organization networks, journals, and discussion groups to be informed about critical issues related to mathematics teaching and learning, e.g., policy initiatives and curriculum trends.

15.2 Select from a repertoire of methods to communicate professionally about issues related to mathematics teaching and learning to educational stakeholders.

15.3 Plan, develop, implement, and evaluate mathematics professional development programs at the school and district level and support teachers in systematically reflecting and learning from practice.

15.4 Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and act professionally to assure that all students have appropriate opportunities to learn important mathematics.

15.5 Use leadership skills to improve mathematics programs at the school and district levels, e.g., develop appropriate classroom- or school-level learning environments; build relationships with teachers, administrators and the community; develop evidence-based interventions for high and low-achieving students; collaborate to create a shared vision and develop an action plan for school improvement; partner with school-based professionals to improve each student's achievement in mathematics; mentor new and experienced teachers to better serve students.

References

Association of Mathematics Teacher Educators. (2010). *Standards for Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs.* San Diego, CA: AMTE.

National Council of Teachers of Mathematics. (2003). *NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists.*

National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics.* J. Kilpatrick, J. Swafford, & B. Findell (eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

APPENDIX B

PREPROFESSIONAL SKILLS FOR SPEAKING AND LISTENING

PROFESSIONAL SPEAKING SKILLS

1.0. Psychomotor Skills

Speak clearly and demonstrate effective use of the vocal mechanism in a public, group, or interpersonal communication interaction.

1.1. Articulation. Produce speech sounds intelligible to the listener(s).

1.2. Diction. Utilize diction that is not distracting to listener(s).

1.3. Vocal Flexibility. Utilize vocal inflection for emphasis and meaning.

1.4. Volume. Adapt to the communication situation with appropriate vocal energy.

2.0. Message Construction Skills

Construct a clear and effective message adapted to the perceptual framework of the listener(s), including nonverbal elements to reinforce and enhance the verbal component of the message.

2.1. Purpose. Identify the purpose (desired response) for the message.

2.2. Thesis. Frame the central idea of the message clearly and concisely.

2.3. Organization. Develop coherent main and subordinate ideas.

2.4. Support. Select clarifying or persuasive supporting materials appropriate to listener(s) and purpose.

2.5. Audience Analysis. Recognize the perceptual framework of the listener(s).

2.6. Style. Utilize language appropriate to listener(s), to employ acceptable grammar, and to foster supportive (avoid defensive) communication climate.

2.7. Vocal Flexibility. Modify pitch, rate, volume, and quality (paralanguage) consonant with intended meaning.

2.8. Appearance. Monitor and vary appearance consonant with communication situation and listener(s).

2.9. Kinesics. Utilize movement, gesture, and facial expression ("body language") as part of intended message.

2.10. Proxemics. Understand and utilize spatial relationships as part of the intended message.

2.11. Oral Reading. Analyze and interpret the writer's message by use of paralanguage and kinesics.

3.0. Feedback Skills

Analyze, evaluate, and respond to feedback as a means for improving the effectiveness of the communication interaction.

3.1. Active Listening. Perceive and evaluate accurately verbal and nonverbal feedback.

3.2. Paraphrasing. Check accuracy of feedback evaluation.

3.3. Adaptation. Modify the message appropriately in response to feedback.

3.4. Questioning. Elicit feedback productively in order to improve the effectiveness of communication.

PREPROFESSIONAL LISTENING SKILLS

1.0. Literal Comprehension

Listen actively to achieve understanding of the message in an interpersonal, group, or public communication interaction.

1.1. Thesis. Recognize and paraphrase accurately the central idea in an oral message.

1.2. Main Ideas. Identify accurately the main points that make up the thesis of the oral message.

1.3. Supporting Materials. Recognize accurately the details or evidence supporting the main points of an oral message.

1.4. Directions. Restate accurately directions and instructions.

1.5. Diction. Accommodate nonstandard articulation or dialectal patterns to achieve accuracy of intended meaning.

1.6. Suspending Judgment. Listen, without judging, in order to understand message accurately.

2.0. Interpretive Comprehension

Demonstrate listening and responding skills that clarify and enhance human relations in a public, group, or interpersonal interaction.

2.1. Paraphrasing. Restate the speaker's viewpoint accurately when it differs from that of the listener.

2.2. Feedback. Ask questions effectively and in a nonthreatening manner for clarification of information.

2.3. Difference of Opinion. Identify and understand the reason for the perspective (perceptual framework) of the speaker.

2.4. Decoding Nonverbal Cues. Identify incongruities between verbal and nonverbal cues.

2.5 Empathic Listening. Identify the emotional content of the message from vocal and nonvocal cues.

3.0. Critical Comprehension

3.1. Ideas. Evaluate the thesis, main points, and supporting material of the message.

3.2. Fact and Opinion. Distinguish between observation and inference.

3.3. Information and Persuasion. Distinguish between informative and persuasive message.

3.4. Persuasive Techniques. Identify a variety of reasoning techniques and motive appeals used in oral messages.

3.5. Drawing Conclusions. Analyze and synthesize multiple messages and draw defensible conclusions.

3.6. Assessing Credibility. Distinguish between the subjective attitude toward the speaker and the content of the message.

APPENDIX C-1

Educational Technology Standards and Performance Indicators for Teachers

All WVBE-approved programs must ensure that candidates have the requisite knowledge and skills to design, implement, and assess learning experiences that engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community including the following:

1. Facilitate and Inspire Student Learning and Creativity – *Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*

Teachers:

a. promote, support, and model creative and innovative thinking and inventiveness
b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments – *Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the West Virginia Content Standards and Objectives.*

Teachers:

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning – *Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.*

Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility – *Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.*

Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership – *Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.*

Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning
b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

Adopted from the International Society for Technology in Education, National Education Technology Standards for Teachers

APPENDIX C-2

EDUCATIONAL TECHNOLOGY STANDARDS FOR ADMINISTRATORS

All WVBE-approved programs must ensure that candidates have the requisite knowledge and skills for effective use of educational technology in instruction and leadership including the following:

1. LEADERSHIP AND VISION

Educational leaders inspire a shared vision for comprehensive integration of technology and foster and environment and culture conducive to the realization of that vision. Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.

B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.

C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

D. use data in making leadership decisions.

E. advocate for research-based effective practices in use of technology.

F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

2. LEARNING AND TEACHING

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.

B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.

C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.

D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.

E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

3. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

A. model the routine, intentional, and effective use of technology.

B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.

C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.

D. engage in sustained, job-related professional learning using technology resources.

E. maintain awareness of emerging technologies and their potential uses in education.

F. use technology to advance organizational improvement.

4. SUPPORT, MANAGEMENT, AND OPERATIONS

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.

B. implement and use integrated technology-based management and operations systems.

C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.

D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.

E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

5. ASSESSMENT AND EVALUATION

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.

B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.

C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.

D. use technology to assess, evaluate, and manage administrative and operational systems.

6. SOCIAL, LEGAL, AND ETHICAL ISSUES

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.

B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.

C. promote and enforce privacy, security, and online safety related to the use of technology.

D. promote and enforce environmentally safe and healthy practices in the use of technology.

E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Adopted from the International Society for Technology in Education, National Education Technology Standards for Administrators

APPENDIX D

PROGRAMMATIC LEVELS AND SPECIALIZATIONS RECOGNIZED ON THE PROFESSIONAL LICENSE

Recognized Programmatic Levels

• Preschool Education	PreK-PreK
• Preschool to Adult	PreK-Adult
• Kindergarten to Grade 12	Grades K-12
• Early Education	PreK-K
• Early Childhood	Grades K-4
• Elementary Education	Grades K-6
• Middle Childhood	Grades 5-9
• Adolescent	Grades 9-Adult
• Adult	Adult

Grade Level Options for General Education Specializations

Agriculture	5-Adult
American Sign Language	PreK-Adult
Any Modern Foreign Language	PreK-Adult, 5-Adult
Art	PreK-Adult, 5-Adult, 5-9
Biology	9-Adult
Business Education	5-Adult, 9-Adult
Business Education/Marketing	5-Adult, 9-Adult
Chemistry	9-Adult
Chemistry through Chemistry I	9-Adult
Chemistry/Physics	9-Adult
Chinese	PreK-Adult, 5-Adult
Computer Science Education	PreK-Adult
Dance	PreK-Adult, 5-Adult
Driver Education	9-Adult
Early Childhood Education	K-4
Early Education	PreK-K
Elementary Education	K-6
Elementary Mathematics Education	K-6
Elementary Mathematics Specialist[2]	K-6
English	5-Adult, 5-9
English as a Second Language	PreK-Adult
Family & Consumer Science	5-Adult
French	PreK-Adult, 5-Adult
General Math through Algebra I	5-Adult, 5-9
General Science	5-Adult, 5-9
German	PreK-Adult, 5-Adult
Health	PreK-Adult, 5-Adult

Instructional Technology	PreK-Adult
Japanese	PreK-Adult, 5 Adult
Journalism	5-Adult, 9-Adult
Latin	5-Adult, PreK-Adult
Marketing	9-Adult
Mathematics	5-9, 5-Adult
Middle Childhood	5-9
Music	PreK-Adult
Oral Communications	5-Adult, 9-Adult
Physical Education	PreK-Adult, 5-Adult, 5-9
Physics	9-Adult
Preschool Education	PreK-PreK
Reading Education	PreK-K, K-6, 5-Adult
Reading Specialist[1,2]	PreK-Adult
Russian	PreK-Adult, 5-Adult
School-Library Media	PreK-Adult
Social Studies	5-Adult, 5-9
Spanish	PreK-Adult, 5-Adult
Technology Education	5-Adult
Theatre	PreK-Adult, 5-Adult
Wellness (Health-Physical Education Combined Major)	PreK-Adult

Grade Level Options for Special Education Specializations

Autism	PreK-PreK, K-6, 5-Adult
Emotional/Behavior Disorders	K-6, 5-Adult
Gifted	1-12
Deaf and Hard of Hearing	PreK-Adult
Mentally Impaired (Mild/Moderate)	K-6, 5-Adult
Multi-Categorical (E/BD excluding Autism, MI, SLD)	K-6, 5-Adult
Preschool Special Needs	PreK-K
Severe Disabilities	K-Adult
Specific Learning Disabilities	K-6, 5-Adult
Visually Impaired	PreK-Adult

Grade Level Options for Student Support Specializations

Counselor[2]	PreK-Adult
School Nurse	PreK-Adult
School Psychologist[2]	PreK-Adult
Social Services and Attendance	PreK-Adult
Speech Language Pathologist[2]	PreK-Adult
Speech Assistant	PreK-Adult

Grade Level Options for Administrative Specializations

General Supervisor[2]	PreK-Adult
Principal[2]	PreK-Adult
Superintendent[2]	PreK-Adult

[1]Graduate Level Certification Program Required
[2]Master's Degree Required

The WVDE shall issue certificates for discontinued specializations only to those students enrolled in an approved program at the time the program was discontinued.

Grade Level Options for Paraprofessionals

Paraprofessionals[3]	PreK-Adult

[3]Associate Degree required for proposed new programs.

APPENDIX E

APPROVED STANDARDS FOR PROGRAM DEVELOPMENT AND REQUIRED TESTS FOR COMPLETION OF WEST VIRGINIA APPROVED PROGRAMS LEADING TO WEST VIRGINIA LICENSURE

DOCUMENTATION OF FOOTNOTES ON THE FOLLOWING TABLES

- *Indicates that the **National Standards** are used in the NCATE folio process.

- [1]The **test validity period** is ten years from the date on which the candidate passed the examination. In those circumstances where the WVBE has not altered either the required test or the passing score, the test and score shall remain valid beyond the ten-year period. See Section 10.5 of this policy for a more detailed explanation of testing requirements, particularly as they apply to experienced educators.

- [2]The **Pre-Professional Skills Test (PPST)** [called Praxis I] may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services or Administrative Certificate; or c) has attained a score of 25 on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 beginning November 1989; or d) has attained a score of 1035 on the Scholastic Achievement Test (SAT) prior to April 1995, or a re-centered SAT score of 1125 beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 beginning March 2005.

- [3]A candidate completing a WVBE-approved program for the initial teaching license is required to pass a WVBE-adopted Principles of Learning and Teaching Praxis II Test that includes at least a portion of the grade levels indicated on the anticipated license.

- [4]A candidate who has successfully completed the National Evaluation Systems (NES) test in emotional/behavior disorders, mentally impaired, or specific learning disabilities is not required to satisfy the Praxis II Education of Exceptional Students: Core Content Knowledge Test since it is assumed this content was included in the NES special education content test.

- [5]For general science in grades 5-Adult, a candidate may substitute 1) Test No. 0235 (Biology: Content Knowledge) taken for biology certification for Test No. 0231 and/or 2) Test No. 0245 (Chemistry: Content Knowledge) or Test No. 0265 (Physics: Content Knowledge) for Test No. 0481.

- [6]Candidates completing multi-categorical programs must take Test No. 0542 (Education of Exceptional Students: Mild to Moderate).

- [7]A candidate who has successfully completed the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0351) prior to September 2010 is not required to satisfy

the Praxis II Education of Exceptional Students: Core Content Knowledge Test (0353) since it is assumed this content was included in the 0351 test.

- [8]Due to test regeneration a candidate may substitute 1) Test No. 0100 (Business Education) taken for business certification for regenerated Test No. 0100; 2) Test No. 0542 (Education of Exceptional Students: Mild to Moderate Disabilities) taken for multi-categorical special education certification for regenerated Test No. 0543; 3) Test No. 0544 (Education of Exceptional Students: Severe to Profound Disabilities) taken for severe disabilities certification for regenerated Test No. 0545; 4) Test No. 0173 (French Content Knowledge) taken for French certification for regenerated Test No. 0174; 5) Test No. 0181 (German: Content Knowledge) taken for German certification for regenerated Test No. 0183; 6) Test No. 0120 (Home Economics Education) taken for family and consumer science certification for regenerated Test No. 0121; 7) Test No. 0560 (Marketing Education) taken for marketing certification for regenerated Test No. 0561; 8) Test No. 0310 (School Library Media Specialist) taken for school library/media certification for regenerated Test No. 0311; 9) Test No. 0400 (School Psychologist) taken for school psychologist certification for regenerated Test No. 0401; 10) Test No. 0220 (Speech Communication) taken for oral communication certification for regenerated Test No. 0221; 11) Test No. 0191 (Spanish: Content Knowledge) taken for Spanish certification for regenerated Test No. 0195; 12) Test No. 0353 (Special Education: Education of Exceptional Students: Core Content Knowledge) taken for autism, emotional/behavior disorders, Mentally Impaired (mild/moderate), multi-categorical, severe disabilities, and specific learning disabilities certification for regenerated Test No. 0354.

GENERAL EDUCATION SPECIALIZATIONS

AGRICULTURE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards None *Praxis Test Topics* • Soil Science • Plant Science • Animal Science • Agriculture Economics • Agriculture Mechanics • Leadership and Supervised Occupational Experience *WV Content Standards* • Forestry	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0700 Agriculture	430	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

AMERICAN SIGN LANGUAGE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards American Sign Language Teacher Association	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required		
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	

	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

ART		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards Standards for Art Teacher Preparation *WV Content Standards* • Reflecting upon and assessing characteristics and merits of their work and work of others • Making connections between visual arts and other disciplines	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0133 Art: Content Knowledge **(Test no longer available after Aug. 31, 2011)**	160	
	0134 Art: Content Knowledge	158	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

BIOLOGY		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Science Teachers Association (NSTA) *WV Content Standards* • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	

• Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science, Technology, and Society	0730 Math	172	
	Praxis II Content Test		
	0235 Biology: Content Knowledge	152	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

BUSINESS EDUCATION		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
	PPST[2]		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0101 Business Education[8]	157	
	0100 Business Education **(Test no longer available after Aug. 31, 2011)**	570	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

BUSINESS EDUCATION/MARKETING		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: • National Standards for Business Education *WV Content Standards* • Knowledge of Marketing Education and Comprehensive Procedure • Extensive Human Relations Skills	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

• Effective Job Seeking, Keeping and Learning Skills • Basic Cashiering and Math Skills • Marketing • Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behavior • Keyboarding Applications • Word Processing • Business Computer Applications • Machine Transcription			
	Praxis II Content Test		
	0100 Business Education[8] **(Test no longer available after Aug. 31, 2011)**	570	
	0101 Business Education[8] **AND**	157	
	0561 Marketing Education	153	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

CHEMISTRY		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Science Teacher Association* (NASTA) *WV Content Standards* • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Theses and Subject Matter Science History Science Technology and Society	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0245 Chemistry Content Knowledge	157	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

CHEMISTRY THROUGH CHEMISTRY I		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Science Teacher Association*, (NSTA) Recommendations for Chemistry Teachers *WV Content Standards* • Nature of Science	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

• Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter Science History Science Technology and Society			
	Praxis II Content Test		
	0245 Chemistry Content Knowledge	TBD	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

CHINESE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards American Council on the Teaching of Foreign Languages *WV Content Standards* • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

COMPUTER SCIENCE EDUCATION		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards International Society for Technology in Education (ISTE)*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

DANCE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Dance Association *WV Content Standards*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

DRIVER EDUCATION		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards None *Praxis Test Topics (Page 101)* • Safe Motor Vehicle Operation and Procedures • Motor Vehicle Laws and Regulations • Automobile Operation and Maintenance • Instruction, Methodology and Evaluation • Driver Responsibilities and Special Knowledge	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0867 Safety Education	141	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

EARLY CHILDHOOD EDUCATION (K-4)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards Association for Childhood Education International *WV Content Standards (Grades K-4)* • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0020 Early Childhood Education	530	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

EARLY EDUCATION (PreK-K)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Association for the Education of Young Children* (NAEYC)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0531 PreK-Kindergarten Education	155	
	0530 PreK-Kindergarten Education **(Test no longer available after Aug. 31, 2011)**	590	

ELEMENTARY EDUCATION (K-6)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards Association for Childhood Education International OR NCATE Elementary Performance Standards K-6 *WV Content Standards* • English, Language Arts • Social Studies • Science • Mathematics • Arts • Health/Physical Education • WV Studies	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0011 Elementary Education: Curriculum, Instruction and Assessment	155	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

ELEMENTARY MATHEMATICS ENDORSEMENT (K-6)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards • Association for Childhood Education International (ACEI) • WV Elementary Mathematics Specialist Standards for Endorsement Programs.	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

ELEMENTARY MATHEMATICS SPECIALIST (K-6)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards • National Council of Teachers of Mathematics (NCTM) • WV Elementary Mathematics Specialist Standards for Masters Degree Programs	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	Test To Be Determined	TBD	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	

ENGLISH (5-Adult)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Council for Teachers of English*. (NCTE). *Praxis Test Topics* • Literature/Literacy Forms/Devices • Language/Linguistics • Composition/Rhetoric *WV Content Standards Including WV Authors* • Technology • Work Based Learning	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0041 English Language, Literature & Composition: Content Knowledge	155	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9).	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

ENGLISH (5-9)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Council for Teachers of English* (NCTE). *WV Content Standards including WV Authors*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0049 Middle School English	147	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9).	160	

ENGLISH AS A SECOND LANGUAGE (PreK-Adult)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Board for Professional Teaching Standards	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

FAMILY AND CONSUMER SCIENCE		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Association of State Administrators of Family and Consumer Science *WV Content Standards*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		

	0121 Home Economics Education[8]	146	
	0120 Home Economics Education[8] **(Test no longer available)**	530	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9)	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

FRENCH (Test 5173 does not apply to 5-9.)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards American Council on the Teaching of Foreign Languages *WV Content Standards* • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections • Linguistic • Interdisciplinary • Global	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0173 French Content Knowledge (Contains Listening Section) **(Test no longer available after Aug. 31, 2011)**	131	
	5174 World Languages: French[8]	160	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

GENERAL MATH THROUGH ALGEBRA I AND MATHEMATICS (5-9)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Council of Teachers of Mathematics* (NCTM) *WV Content Standards*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0069 Middle School Mathematics	148	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

GENERAL SCIENCE (5-Adult)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Science Teachers Association* (NSTA) *WV Content Standards* • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science, Technology, and Society	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0231 Biology: Content Knowledge, Part 1[5]	148	
	0481 Physical Science: Content Knowledge[5]	142	
	0432 General Science: Content Knowledge, Part 2	149	
	Praxis Test[3]		

	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

GENERAL SCIENCE (5-9)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Science Teachers Association* (NSTA) *WV Content Standards* • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science, Technology, and Society	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0439 Middle Childhood Science	151	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9)	160	

GERMAN (Test No. 5183 does not apply to 5-9.)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards American Council on the Teaching of Foreign Languages *WV Content Standards* (See Objectives for Appropriate levels, PreK-Adult, 5-Adult or 5-9). • Communications • Interactive Language Use • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		

. . -Interdisciplinary -Global	0181 German Content Knowledge [8] **(Test no longer available after Aug. 31, 2011)**	132	
	5183 World Languages: German	160	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

HEALTH		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) *WV Content Standards* • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs • Nutrition and Physical Activity	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0550 Health Education	640	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

INSTRUCTIONAL TECHNOLOGY	**Required Score**

Standards Required	Required Tests	Current Score	Previous Score[1]
National Standards National Education Technology Standards for Teachers National Education Technology Standards for Administrators National Education Technology Standards for Students National Staff Development Council Standards for Professional Development WV Content Standards 21st Century Learning Skills and Technology Tools	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

JAPANESE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards American Council on the Teaching of Foreign Languages *WV Content Standards* (See Objectives for Appropriate Levels, Pre-K-Adult, 5-Adult, 9-Adult or 5-9) • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	

	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

JOURNALISM		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
WV Content Standards	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

LATIN (Test No. 0600 does not apply to 5-9.)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: American Classical League *WV Content Standards* • Communications • Cultures • Connections	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		

	0600 Latin	670	480
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

MARKETING		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: None *WV Content Standards* • Knowledge of Marketing Education and Comprehensive Procedure. • Extensive Human Relations Skills • Effective Job Seeking, Keeping and Learning Skills • Basic Cashiering and Math Skills • Marketing • Fundamentals • Marketing Careers • Basic Safety Technique • Selling Principles • Product/Service Planning • Consumer Characteristics and Behavior	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0561 Marketing Education[§]	153	
	0560 Marketing Education[§] **(Test no longer available)**	600	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

MATHEMATICS (5-Adult)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: National Council of Teachers of Mathematics* (NCTM) *WV Content Standards*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	

	0730 Math	172	
	Praxis II Content Test		
	0061 Mathematics: Content Knowledge (Calculator Required)	133	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

MIDDLE CHILDHOOD EDUCATION MCE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards None *Praxis Test Topics* • Organizing Content Knowledge for Student Learning • Creating an Environment for Student learning • Teaching for Student Learning • Teacher Professionalism	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9)	159	
	0623 Principles of Learning & Teaching (5-9) **(Test no longer available after Aug. 31, 2011)**	160	

MUSIC		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Music Education National Conference *WV Content Standards* *Praxis Test Topics* • IV Music Learning K-12	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	

• V Professional Practices	0730 Math	172	
	Praxis II Content Test		
	0113 Music: Content Knowledge (Contains Listening Section)	155	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

ORAL COMMUNICATION (Test No. 0220 does not apply to 5-9.)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: None *WV Content Standards* *Praxis Test Topics* • Interpersonal Communication • Small Group • Communication • Public Speaking • Media and Their Difference • Play Production • Forensics • Assessment and Evaluation	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0220 Speech Communication **(Test no longer available after Aug. 31, 2011)**	600	
	0221 Speech Communication	150	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9)	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

PHYSICAL EDUCATION	**Required Score**

Standards Required	Required Tests	Current Score	Previous Score[1]
National Standards: American Alliance for Health, Physical Education, Recreation and Dance* (AAHPERD) *WV Content Standards* • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development Motor Skill Development	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0091 Physical Education: Content Knowledge	150	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

PHYSICS		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: National Science Teachers Association* (NSTA) *WV Content Standards* • Nature of Science • Scientific Attitudes/Habits of Mind • Scientific Processes/Thinking Skills • Laboratory Investigation/Hands-on Learning • Science Themes and Subject Matter • Science History • Science Technology and Society	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0265 Physics: Content Knowledge	126	
	Praxis Test[3]		
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	

	0624 Principles of Learning & Teaching (7-12)	157	
	NOTE: All programs leading to a Chemistry/Physics endorsement must meet the standards listed within this section as well as those listed in the Physics section. All individuals completing a program leading to an endorsement in Chemistry/Physics must meet all test requirements listed within this section as well as the Physics section..		

PRESCHOOL EDUCATION (PreK-PreK)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: National Association for the Education of Young Children* (NAEYC)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

READING EDUCATION		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: International Reading Association* (IRA) *WV Content Standards* *Clinical Practice* A portion of the 12 required weeks of clinical practice must be spent in a reading classroom.	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required		
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	

	0624 Principles of Learning & Teaching (7-12)	157	

READING SPECIALIST		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
GRADUATE CERTIFICATION PROGRAM *National Standards:* International Reading Association* (IRA) *WV Content Standards*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0300 Reading Specialist	520	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

RUSSIAN		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: American Council on the Teaching of Foreign Languages *WV Content Standards Levels I-IV* • Communication • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Required Test	N/A	

	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

SCHOOL LIBRARY/MEDIA		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: American Library Association* (ALA) *WV Content Standards*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0311 School Library Media Specialist[8]	138	
	0310 School Library Media Specialist[8] **(Test no longer available)**	570	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

SOCIAL STUDIES (5-Adult)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]

National Standards: National Council for the Social Studies* (NCSS) *WV Content Standards Levels* • West Virginia Studies (8th Grade)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0081 Social Studies: Content Knowledge	148	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

SOCIAL STUDIES (5-9)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: National Council for the Social Studies* (NCSS) *WV Content Standards Levels* • West Virginia Studies (8th Grade)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0089 Middle School Social Studies	151	
	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9)	159	
	0623 Principles of Learning & Teaching (5-9)	160	

SPANISH (Test 0191 and 5195 do not apply to 5-9)	**Required Score**

Standards Required	Required Tests	Current Score	Previous Score[1]
National Standards: American Council on the Teaching of Foreign Languages *WV Content Standards* • Communications • Interactive Language Use • Non-interactive Language Comprehension • Non-interactive Language Production • Cultural Knowledge and Understanding • Connections -Linguistic -Interdisciplinary -Global	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	5195 World Languages: Spanish[8]	163	
	0191 Spanish: Content Knowledge (Contains Listening Section)[8] **(Test no longer available after Aug. 31, 2011)**	143	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

TECHNOLOGY EDUCATION		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0050 Technology Education **(Test no longer available after Aug. 31, 2011)**	570	
	0051 Technology Education	159	

	Praxis Test[3]		
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

THEATRE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: American Alliance for Theatre and Education *WV Content Standards*	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (Pre-K-AD Programs Only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

WELLNESS (PreK-Adult) Health and Physical Education Comprehensive		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards American Alliance for Health, Physical	**PPST[2]**		

Education, Recreation and Dance* (AAHPERD) *WV Content Standards* • Safety • Lifetime Wellness • Physical Activity • Social Skill Development • Movement/Rhythmic Development • Motor Skill Development • Skills Development • Injury Prevention • Personal Health and Wellness • Relationships • Tobacco, Alcohol and other Drugs • Nutrition and Physical Activity	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0550 Health Education **AND**	640	
	0091 Physical Education Content Knowledge	150	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

ADMINISTRATIVE AND STUDENT SUPPORT SERVICES SPECIALIZATIONS

SCHOOL COUNSELOR		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards Council for Accreditation of Counseling and Related Educational Programs	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0420 School Guidance and Counseling (Contains Listening Section)	580	

SCHOOL NURSE		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards National Association of School Nurses – "Scope and Standards of Professional School Nursing Practice" *State Standards.* West Virginia Board of Examiners for Registered Professional Nurses West Virginia RN Licensure	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

SCHOOL PSYCHOLOGIST		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: National Association of School Psychologists*. (NASP)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0401 School Psychologist[8]	148	

SOCIAL SERVICES/ATTENDANCE		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
State Standards School Social Services and Attendance	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

SPEECH ASSISTANT		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
State Standards: Adopted from ASHA Including • Interpersonal Skills • Personal Qualities • Technical-Assistant Skills • Screening • Intervention	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	

SPEECH PATHOLOGIST		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: American Speech-Language Hearing Association (ASHA)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0330 Speech Language Pathology	600	

PRINCIPAL, SUPERVISOR OF INSTRUCTION, SUPERINTENDENT		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Educational Leadership Constituent Council* (ELCC)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0411 Educational Leadership: Administration and Supervision	141	

SPECIAL EDUCATION SPECIALIZATIONS

AUTISM		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies.	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0354 Special Education: Content Knowledge & Applications[4, 7, 8]	151	
	0353 Education of Exceptional Students: Core Content Knowledge[47] **(Test no longer available after Aug. 31, 2011)**	146	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

EMOTIONAL/BEHAVIOR DISORDERS (Excluding Autism)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) • Consultation • Developing IEPs with WV Content Standards & Objectives. • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies.	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0371 Teaching Student with Behavioral Disorders/Emotional Disturbances AND	156	
	0351 Special Education Core Principles[4] OR	N/A	

	0353 Education of Exceptional Students: Core Content Knowledge[47] **(Test no longer available after Aug. 31, 2011)**	146	
	0354 Special Education: Content Knowledge & Applications[4, 7, 8]	151	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

DEAF AND HARD OF HEARING		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) • Consultation • Differentiation of Instruction • Literacy Development • Positive Behavioral Interventions & Supports • Three Hours of Research-Based Mathematics Strategies	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

GIFTED	**Required Score**

Standards Required	Required Tests	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) • Differentiation of Instruction	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	No Test Required	N/A	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

MENTALLY IMPAIRED (MILD/MODERATE)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards Council for Exceptional Children* (CEC) • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0351 Special Education Core Principles[4] OR	N/A	
	0353 Education of Exceptional Students: Core Content Knowledge[47] **(Test no longer available after Aug. 31, 2011)**	146	
	0354 Special Education: Content Knowledge & Applications[4,7,8]	151	

	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

Multi-Categorical Special Education (E/BD excluding Autism, MI, SLD)		**Required Score**	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavioral Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0353 Education of Exceptional Students: Core Content Knowledge[47] AND **(Test no longer available after Aug. 31, 2011)**	151	
	0542 Education of Exceptional Students: Mild to Moderate[6] **(Test no longer available after Aug. 31, 2011)**	153	
	0543 Education of Exceptional Students: Mild to Moderate[6]	153	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

PRESCHOOL SPECIAL NEEDS (PreK-K)		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC)	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0690 Preschool/Early Childhood	550	

SEVERE DISABILITIES		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) for MR/Developmental Disabilities as Applied to Students With Severe and Profound Disabilities • Consultation • Developing IEPs with WV Content Standards & Objectives	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0544 Education of Exceptional Students: Severe to Profound Disabilities	N/A	
	0353 Education of Exceptional Students: Core Content Knowledge[47] **(Test no longer available after Aug. 31, 2011)**	146	
	0545 Special Education Core Knowledge and Severe to Profound Applications	158	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

SPECIFIC LEARNING DISABLILITES		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) • Consultation • Developing IEPs with WV Content Standards & Objectives • Differentiation of Instruction • Positive Behavior Interventions & Supports • Six Hours of Teaching Reading • Three Hours of Research-Based Mathematics Strategies	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	
	Praxis II Content Test		
	0381 Teaching Students with Learning Disabilities AND	N/A	
	0351 Special Education Core Principles[4] OR	N/A	
	0382 Education of Exceptional Students: Learning Disabilities, AND	133	
	0353 Education of Exceptional Students: Core Content Knowledge[47] **(Test no longer available after Aug. 31, 2011)**	146	
	0354Special Education: Content Knowledge & Applications[4, 7, 8]	151	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) (K-6 programs only) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) (5-Adult programs only) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) (5-Adult programs only) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

VISUALLY IMPAIRED		Required Score	
Standards Required	**Required Tests**	Current Score	Previous Score[1]
National Standards: Council for Exceptional Children* (CEC) • Consultation • Differentiation of Instruction • Literacy Development • Positive Behavior Interventions & Supports • Three Hours of Research-Based Mathematics Strategies	**PPST[2]**		
	0710 Reading	174	
	0720 Writing	172	
	0730 Math	172	

	Praxis II Content Test		
	0281Teaching Students with Visual Impairments	~~660~~ 154	
	Praxis Test[3]		
	0522 Principles of Learning & Teaching (K-6) OR **(Test no longer available after Aug. 31, 2011)**	165	
	0622 Principles of Learning & Teaching (K-6) OR	160	
	0523 Principles of Learning & Teaching (5-9) OR **(Test no longer available after Aug. 31, 2011)**	159	
	0623 Principles of Learning & Teaching (5-9) OR	160	
	0524 Principles of Learning & Teaching (7-12) **(Test no longer available after Aug. 31, 2011)**	156	
	0624 Principles of Learning & Teaching (7-12)	157	

3.2 – Rubrics for Professional Teaching Standards

STANDARD 1: CURRICULUM AND PLANNING			
Element 1.1: The teacher demonstrates a deep and extensive knowledge of the subject matter.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • demonstrates expert, specialized content knowledge • collaborates with teachers from other grades and subjects to extend and connect student learning to other content areas	The teacher • demonstrates extensive content knowledge • connects student learning to other content areas	The teacher • demonstrates content knowledge • attempts to connect student learning to other content areas	The teacher • does not demonstrate sufficient content knowledge • does not attempt to connect student learning to other content areas
Element 1.2: The teacher designs standards-driven instruction using state-approved curricula.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • collaborates with others, including students, to design instruction and assessment aligned to the state-approved curricula • collaborates with students to design sequential learning activities that provide for varied student abilities and interests • collaborates with others, including students, to design learning activities that promote student collaboration, critical thinking and problem solving	The teacher • designs written instructional plans that align instruction and assessment to the state-approved curricula • designs sequential learning activities that provide for varied student abilities and interests • designs activities that promote student collaboration, critical thinking, and problem solving	The teacher • designs written instructional plans aligned to the state-approved curricula • designs sequential learning activities at appropriate developmental levels • designs activities that promote student collaboration	The teacher • does not design written instructional plans • does not design instructional plans and/or units that are driven by state-approved curricula • does not design sequential learning activities at appropriate developmental levels • does not design activities that promote student collaboration
Element 1.3: The teacher uses a balanced assessment approach to guide student learning.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • collaborates with students to design and use a variety of assessments, including peer and student self-assessments, to monitor student progress and set learning goals • collaborates with students and others to clearly define and communicate assessment criteria • shares assessment data and provides timely feedback to students and other stakeholders	The teacher • designs and uses formative and summative assessments to monitor student progress and set learning goals • clearly defines and communicates assessment criteria • shares assessment data and provides timely feedback to students	The teacher • designs and uses formative and summative assessments • communicates assessment criteria • shares assessment data with students	The teacher • does not use formative and summative assessments • does not communicate assessment criteria • does not share assessment data or provide feedback to students

STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT			
Element 2.1: The teacher understands and responds to the unique characteristics of learners.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • demonstrates extensive knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities with students • helps colleagues understand the unique characteristics of all learners	The teacher • demonstrates thorough knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for students	The teacher • demonstrates adequate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • plans and implements differentiated learning activities for some students	The teacher • does not demonstrate knowledge of students' social, emotional and academic needs, interests, learning styles, cultural heritage, and gender • does not plan and implement appropriate learning activities
Element 2.2: The teacher establishes and maintains a safe and appropriate learning environment.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • collaborates with students to establish an effective classroom management system • collaborates with students to ensure appropriate behavior as defined by the code of conduct • organizes space and materials in a safe, highly efficient and well-designed learning environment	The teacher • establishes an effective classroom management system • responds appropriately and respectfully to student behavior as defined by the code of conduct • organizes space and materials to ensure safety and efficiency	The teacher • establishes a classroom management system • inadequately responds to student behavior as defined by the code of conduct • organizes space and materials to ensure safety	The teacher • does not implement an effective classroom management system • does not respond to student behavior as defined by the code of conduct • does not organize space and materials to ensure safety
Element 2.3: The teacher establishes and maintains a learner-centered culture.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • establishes with students clear criteria for high-quality work • collaborates with students to maximize instructional time • engages students in active, self-directed learning as part of a community of learners • provides extensive opportunities for students to collaborate in learning	The teacher • sets and communicates clear criteria for high-quality work • uses instructional time efficiently • engages students in active learning • provides adequate opportunities for students to collaborate in learning	The teacher • sets criteria for high-quality work • uses instructional time with limited efficiency • engages students in learning • provides limited opportunities for students to collaborate in learning	The teacher • does not establish criteria for quality work • does not use instructional time efficiently • does not engage students in learning • does not provide opportunities for students to collaborate in learning

STANDARD 3: TEACHING			
Element 3.1: The teacher utilizes a variety of research-based instructional strategies.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • collaborates with students to use an extensive variety of effective instructional strategies to deliver content • collaborates with students to provide scaffolding and differentiated instruction • extensively uses appropriate technology to deliver content	The teacher • uses a variety of effective instructional strategies to deliver content • demonstrates adequate use of scaffolding and differentiated instruction • adequately uses technology to deliver content	The teacher • uses a limited variety of effective instructional strategies to deliver content • demonstrates limited use of scaffolding or differentiated instruction • demonstrates limited use of appropriate technology to deliver content	The teacher • does not use effective instructional strategies to deliver content • does not scaffold or differentiate instruction • does not use appropriate technology to deliver content
Element 3.2: The teacher motivates and engages students in learning, problem solving and collaboration.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • facilitates student-led learning activities leading to deep understanding of the content • encourages students to initiate or adapt learning activities to deepen understanding • provides students with extensive opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning	The teacher • provides learning activities relevant to the content that involve meaningful real-world experiences leading to deep understanding • explains directions and procedures clearly and models them when necessary • provides students with adequate opportunities to collaborate and peer assess using appropriate technologies to gather information, problem solve and share learning	The teacher • provides learning activities relevant to the content • explains directions and procedures • provides students with limited opportunities to collaborate using appropriate technologies	The teacher • does not provide learning activities that are relevant to the content • does not provide meaningful activities • does not explain directions and procedures • does not provide students opportunities to collaborate

STANDARD 3: TEACHING			
Element 3.3: The teacher adjusts instruction based on a variety of assessments and student responses.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • effectively modifies instruction to meet the needs of all students • extensively monitors student progress using a variety of assessments • collaborates with students and others to make instructional decisions • extensively analyzes and uses student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide effective interventions	The teacher • modifies instruction when need is apparent • consistently monitors student progress using a variety of assessments • uses student feedback to make instructional decisions • analyzes student data to make instructional decisions • uses a variety of formative assessments to differentiate instruction and provide appropriate interventions	The teacher • recognizes missed opportunities to modify instruction • inconsistently monitors student progress using a variety of assessments • examines student data • uses formative assessments to provide whole-group interventions	The teacher • does not modify instruction • does not monitor student progress • does not base instruction on a variety of assessments • does not provide interventions based on student data

STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL			
Element 4.1: The teacher engages in professional development for self-renewal that guides continuous examination and improvement of professional practice.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • initiates the investigation that leads to the development of best practices • extensively implements best practices • mentors others in implementation of best practices • shares results of investigation at the local, state, or national level	The teacher • engages in professional learning to investigate best practices • consistently implements best practices • shares best practices within the school community	The teacher • participates in opportunities to investigate best practices when invited to do so • inconsistently implements best practices	The teacher • does not participate in professional development of best practices as required for self-renewal • does not implement best practices • does not implement best practices acquired through professional development to improve unsatisfactory performance rating
Element 4.2: The teacher actively engages in collaborative learning opportunities for self-renewal with colleagues.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • initiates or advances the development of a collaborative team • contributes consistently to group learning • mentors others in utilizing the knowledge and skills gained	The teacher • participates actively in and/or facilitates a collaborative team • contributes to group learning • utilizes the knowledge and skills gained	The teacher • participates in a collaborative team when invited to do so • attempts to utilize the knowledge and skills gained	The teacher • works in isolation • does not contribute productively to work of collaborative teams as required for self-renewal • does not utilize knowledge and skills gained • does not utilize knowledge and skills gained to improve unsatisfactory performance rating

STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY			
Element 5.1: The teacher participates in school-wide collaborative efforts to support the success of all students.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • leads the ongoing development of school-wide initiatives based on school and student data • participates in the design and delivery of professional development for the implementation of school-wide initiatives	The teacher • collaborates in the development of school-wide initiatives based on school and student data • participates in the implementation of school-wide initiatives	The teacher • participates in school-wide initiatives	The teacher • does not participate in school-wide initiatives
Element 5.2: The teacher works with parents, guardians, families and community entities to support student learning and well-being.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • develops ongoing opportunities for families to participate in classroom activities based on needs assessment • interacts appropriately with families within the school and community • utilizes theory and current research to facilitate meaningful connections between the school and family • develops and promotes meaningful school activities by utilizing community expertise and resources	The teacher • offers ongoing opportunities for families to participate in classroom activities • interacts appropriately with families within the school setting • seeks relevant knowledge of the family in order to provide meaningful connections between the school and family • creates positive connections between the school and the community	The teacher • participates in school-wide family activities • has minimal interaction with families • responds appropriately to contact from families • occasionally connects school activities with community resources	The teacher • does not attend school-wide family activities • does not respond or inappropriately responds to contact from families • does not positively contribute to the relationship between school and community
Element 5.3: The teacher promotes practices and policies that improve school environment and student learning.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
The teacher • involves and coaches others to implement and sustain teacher-identified change • takes a leadership role in growth initiatives that affect practice and policy throughout the school community	The teacher • identifies possible areas of growth within the classroom and school • recommends and facilitates opportunities for change and growth in the classroom and school	The teacher • participates in required initiatives leading to change in practice and policy in the classroom and school	The teacher • does not participate in available opportunities for change and growth that affect practice and policy

STANDARD 6: STUDENT LEARNING			
The work of the teacher results in measurable progress of student learning of state-approved curricula.			
Distinguished	**Accomplished**	**Emerging**	**Unsatisfactory**
Evidence from multiple measures consistently validates progress of student learning of appropriate state-approved curricula. The teacher accomplishes a student learning goal that involves collaborative efforts across classrooms.	Evidence from multiple measures consistently validates progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not consistently validate progress of student learning of the appropriate state-approved curricula.	Evidence from multiple measures does not validate progress of student learning of appropriate state-approved curricula.

STANDARD 7: PROFESSIONAL CONDUCT			
The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district, and school level.			
	Meets Standard	**Below Standard**	**Unsatisfactory**
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district, or school policy and procedure
Respect	Interacts professionally with students, parents/guardians, colleagues and community	Interacts professionally with students, parents/guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/ guardians, colleagues and/or community which is unprofessional

3.3 – WVBE Policy 5310

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 142
PERFORMANCE EVALUATION OF SCHOOL PERSONNEL (5310)

§126-142-1. General.

1.1. Scope. -- These legislative rules establish the process for evaluation of the employment performance of professional personnel that shall be applied uniformly statewide.

1.2. Authority. -- W. Va. Constitution, Article XII, §2 and W. Va. Code §18-2-5 and §18A-2-12.

1.3. Filing Date. -- August 11, 2006

1.4. Effective Date. -- September 11, 2006

1.5. Repeal of Former Rule. -- This legislative rule revises W. Va 126CSR142 "Performance Evaluation of School Personnel" filed August 12, 2002 and effective September 11, 2002.

§126-142-2. Purpose.

2.1. This evaluation policy has two (2) major purposes:

2.1.1. To promote professional growth and development and assure quality performance in West Virginia schools, and

2.1.2. To provide evaluation data as one basis for sound personnel decisions.

§126-142-3. Authorities.

3.1. State Board of Education -- The State Board of Education shall: a) develop standardized evaluation components to be used by each county board of education in implementing its evaluation policy and related administrative procedures, and b) approve county board's of education employee evaluation administrative procedures.

3.2. County Board of Education -- Each county board of education shall implement written administrative procedures related to the requirements of this policy subject to the approval of the State Board of Education.

§126-142-4. Definitions.

4.1. Conference: a meeting between the supervisor and employee or among the improvement

teams and the employee focusing on the employee's performance, the employee's performance during an observation, an evaluation, or an improvement plan.

4.2. Evaluation Instruments: the approved evaluation form(s) containing the performance criteria.

4.3. Performance Criteria: indicators of stated job responsibilities used to evaluate the performance of an employee.

4.4. Observation: the process of collecting data on the employee's job performance.

4.5. Rating: an exemplary, exceeds standards, meets standards, or unsatisfactory value assigned to the performance of an employee.

4.6. Portfolio for Teachers: a collection of materials assembled and selected by the teacher to document commendable job performance. The compilation of this documentation is optional. The portfolio may be used by the teacher during the observation or the evaluation conference.

4.7. Portfolio for Administrators/Professional Support Personnel: a collection of materials assembled and selected by the administrator or professional support personnel to document goal attainment. The compilation of this documentation is required. The portfolio may be used by the administrator or professional support personnel during the observation or the evaluation conference.

4.8. Professional Growth and Development Plan: a plan designed and developed by teacher and his/her supervisor for continued professional growth.

4.9. Classroom Teacher: For the purposes of this policy, classroom teacher is defined as the professional educator who has a direct instructional relationship with pupils.

4.10. Professional Support Personnel: For the purposes of this policy, professional_support person is defined as the professional educator whose title includes but is not limited to the following: athletic trainer, counselor, education audiologist, school nurse, school psychologist, social service and attendance, and speech language pathologist.

4.11. Administrator: For the purposes of this policy, administrator is defined as the professional educator whose title includes but is not limited to the following: central office administrator, supervisor, director, coordinator, program specialist, principal, and/or vice principal.

4.12. Coach: For the purposes of this policy, coach is defined as a member of a school faculty, substitute teacher or student teacher within a public school or an authorized certified individual under contract with a county board of education who provides instruction, direction, or supervision to athletic teams for the purpose of developing ability or skill to perform in athletic contests.

4.13. Immediate Supervisor: For the purposes of this policy, immediate supervisor is defined

as a professional educator/administrator identified by the county superintendent to conduct observations, complete evaluations, and write and monitor improvement plans.

4.14. Orientation: a meeting to assure that all employees have a full understanding of the purposes, instruments and procedures used in evaluating the performance of employees.

4.15. High Objective Uniform State Standard of Evaluation (HOUSSE): HOUSSE is an optional method of documenting subject matter competency in a core academic subject(s) for a teacher in order to meet the definition of highly qualified teacher. Section I of the Teacher Evaluation Form identified in W.Va. 126CSR13, West Virginia Board of Education Policy 2320, A Process for Improving Education: Performance Based Accreditation System and W. Va. §126-142-14.2 that addresses a teacher's knowledge of the subject has been designated as West Virginia's HOUSSE. A general education teacher not new to the profession and a special education teacher eligible to use HOUSSE as defined in W. Va. 126CSR136 West Virginia Board of Education Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classification (hereinafter Policy 5202), Section 8.2.2.c may use a rating of "meets standards" or higher on Section I of the Teacher Evaluation Form §126-142-8.1.3 to document his/her subject matter competency in order to meet the definition of highly qualified teacher in that content are being evaluated that year. Special education teachers who must rely on HOUSSE to demonstrate subject matter competency may use WV Board of Education approved professional development for the purpose of demonstrating subject matter competence.

§126-142-5. Training.

5.1. All supervisors shall receive training in a) conducting observations and conferences, b) completing evaluations, and c) writing and monitoring improvement plans.

5.2. Each evaluator shall be trained in management and evaluation skills.

5.3. The Center for Professional Development and the State Board of Education shall provide education and training in evaluation skills to administrative personnel who will conduct evaluations.

§126-142-6. State Board of Education Approval.

6.1. County school district administrative procedures approved by the State Board of Education shall be in effect no later than September 1, 2002.

§126-142-7. Principles of Operation.

7.1. County administrative procedures for conducting employee evaluations shall include a) the identity of the immediate supervisor who conducts the observations and evaluations, b) the time frame for conducting and completing the evaluation process, c) the procedures for sharing the results with the employee, and d) the process to be used in improving an employee's performance based on the evaluation results.

7.2. All monitoring and/or observations of the employee shall be conducted openly.

7.3. An employee whose performance evaluation is rated unsatisfactory shall be given an opportunity to correct the deficiencies.

7.4. Each county school district's administrative procedures shall be implemented in conformity with current grievance and other due process requirements.

7.5. To assure that all employees have a full understanding of the evaluation policy and procedures an orientation shall be convened for all employees at the beginning of the employment period. Employees shall be provided a copy of the instruments and procedures.

§126-142-8. Rating Structure.

8.1. The four (4) performance rating categories on the personnel evaluation form for employees are a) exemplary, b) exceeds standards, c) meets standards, and d) unsatisfactory. The scale for assessing the performance criteria is as follows:

8.1.1. Exemplary - Performance is consistently exceptional in meeting performance criteria demonstrated by providing extraordinary opportunities for student success through instructional strategies that confirm the teacher's expertise and the ability to reach all students.

8.1.2. Exceeds Standards - Performance is consistently above average in meeting performance criteria demonstrated by going beyond the established standards and instructional practices in reaching all students.

8.1.3. Meets Standards - Performance is consistently adequate in meeting performance criteria.

8.1.4. Unsatisfactory - Performance is not consistently acceptable in meeting performance criteria.

§126-142-9. Evaluation Criteria for Classroom Teachers.

9.1. Classroom teachers who are in their first, second, or third year of teaching shall be evaluated a minimum of two (2) times per year using performance criteria as set forth in this policy. Classroom teachers in their fourth or fifth year of teaching shall be evaluated a minimum of one (1) time per year using performance criteria. For classroom teachers with five (5) or more years of experience, who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the immediate supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

9.2. Observation of classroom teachers -- Teachers who are in their first, second, or third year of teaching will be observed a minimum of three (3) times for each written performance evaluation. Two (2) observations shall cover a minimum of thirty (30) minutes each and shall be conducted during an instructional activity. One (1) of the two (2) instructional observations shall

be scheduled with the teacher. Other observations shall be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.3. Teachers in their fourth or fifth year of teaching will be observed a minimum of two (2) times for each written performance evaluation. One (1) of the two (2) observations shall cover a minimum of thirty (30) minutes and shall be conducted during an instructional activity. The supervisor shall schedule one (1) of the two (2) observations with the teacher. Other observations may be conducted at the discretion of the supervisor and may include non-instructional activities. The first observation shall occur on or before November 1.

9.4. HOUSSE. – Educators, regardless of the number of years teaching experience, wanting to use the HOUSSE option to demonstrate subject matter competence, must:

9.4.1. Meets Requirements. – Educators must first be eligible to use the HOUSSE option to demonstrate subject matter competence as specified in Policy 5202, Section 8.2.a-C-c. AND

9.4.2. Evaluation Request. – Educators must request in writing that the administrator conduct an observation and evaluation in each content area for which subject matter competence must be demonstrated.

a. Elementary. – Educators assigned to teach at the elementary level must have one observation and one evaluation for one content area.

b. Secondary. – Educators assigned to teach at the middle or high school level must have one observation in each content area assigned but only one evaluation.

c. Previous Evaluations. – Educators may use previous evaluations (not to exceed three years prior to current school year) to demonstrate subject matter competence.

9.4.3. Section of form to be used. – Only section I of the Performance Evaluation "Programs of Study" as referenced in §126-142-14.2 shall be used in evaluating the educator using the HOUSSE option.

9.5. Post observation conference -- After each thirty (30) minute observation of the teacher the supervisor shall conduct a post observation conference with the teacher within five (5) working days. At that time a signed copy of the observation form shall be given to the teacher. Additional conferences may be held on an as-needed basis as determined by the supervisor.

9.6. Supervisors may observe teachers at any time.

9.7. Lesson plans may not be used as a substitute for observations.

§126-142-10. Evaluation Process for Classroom Teachers.

10.1. Evaluation -- Evaluations shall address all levels of teacher responsibilities as outlined in §126-142-13. Commendations may be included and may be based upon data obtained from

the portfolio or other sources. Evaluations shall identify deficiencies, and shall provide written recommendations for meeting performance criteria and characteristics. Evaluations may be completed at any time during the school year before June 1.

10.2. For the purpose of evaluation, classroom teachers may not be required to include in lesson plans any of the following: teach/re-teach strategies; write to learn activities; cultural diversity; color coding; or any other similar items which are not required to serve as a guide to the teacher or substitute for daily instruction.

10.3. For teachers with five (5) or more years of experience who have not received an unsatisfactory rating, an evaluation shall be conducted or professional growth and development plan required only when the supervisor determines it to be necessary for a particular classroom teacher, or when a classroom teacher exercises the option of being evaluated at more frequent intervals.

10.4. To determine if an evaluation is needed more frequently for a particular teacher with five (5) or more years of experience and no unsatisfactory ratings, supervisors shall complete at least two (2) written observations using state performance criteria forms with deficiencies specified. Observations may be conducted during instructional or non-instructional activities at any time during the school year. The supervisor shall conduct a post observation conference with the teacher within five (5) working days of each observation informing the teacher during any observation conference after the first observation conference that an evaluation using state performance criteria forms will be conducted with reasons specified. After each conference, a signed copy of the observation form shall be given to the teacher.

10.5. Teachers with five (5) or more years of experience who have not received an unsatisfactory rating may request a professional growth and development plan or performance evaluation with a written request to the school principal by October 1 in the year an evaluation is requested. If a performance evaluation is requested, it shall be evaluated pursuant to §126-142-9.3. If a professional growth and development plan is requested, it will be mutually agreed upon by the teacher and supervisor and contain the following elements: goal(s), objectives and activities, and criteria to measure achievement of goal(s). On or before November 1 the professional growth and development plan will be developed and agreed upon by the teacher and supervisor. By June 1 progress toward achievement of the goal(s) will be discussed in the evaluation conference and included in the written evaluation narrative. The professional growth and development plan will be implemented for a one (1) year period and may be revised on an annual basis by mutual agreement by the teacher and supervisor.

10.6. Teachers requesting a HOUSSE with a written request to the school principal shall be evaluated pursuant to §126-142-9.4.

10.7. A teacher who has received an unsatisfactory rating shall be evaluated every year using state performance criteria forms until five (5) consecutive years of satisfactory ratings have been achieved. Thereafter, the teacher shall be evaluated pursuant to §126-142-9.1.

10.8. The immediate supervisor is responsible for the teacher's evaluation.

10.9. The supervisor shall share the evaluation with the teacher during a scheduled conference.

10.10. The teacher has the right to include a written statement as an addendum to the evaluation.

10.11. The teacher shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the teacher and the teacher has received a copy, but the signature shall not imply concurrence with the findings.

§126-142-11. Improvement Plan for Classroom Teachers.

11.1. An improvement plan shall be developed by the supervisor and teacher when a teacher's performance is unsatisfactory in any area of teacher responsibility as contained in §126-142-13.

11.2. The improvement plan shall designate how the teacher shall meet the criteria. The improvement plan shall:

11.2.1. identify the deficiency(ies),

11.2.2. specify the corrective action to remediate the deficiencies,

11.2.3. contain the time frame for monitoring and deadlines for meeting criteria, but in no case shall an improvement plan be for more than one (1) semester in length, and

11.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

11.3. After a teacher has successfully corrected deficiency(ies) the teacher must continue to meet standards.

11.4. If a teacher transfers within the county or to any other county within the state during the implementation of an improvement plan, the plan is transferred to the new supervisor for continuation.

11.5. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-12. Improvement Team for Classroom Teachers.

12.1. A referral to an improvement team for a teacher whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The teacher may request the assistance of an improvement team.

12.2. The improvement team shall be comprised of the teacher's immediate supervisor, one additional administrator preferably in the content area, and one professional educator in the same

or related specialization. The professional educator shall be selected by the teacher and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

12.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

12.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the teacher in meeting the performance criteria outlined in the plan, and c) identify additional resources.

12.5 Release time may be provided for teachers who serve on the improvement team.

§126-142-13. Classroom Teachers' Responsibilities.

13.1. Job descriptions for teachers shall include the following responsibilities:

13.1.1. implements programs of study,

13.1.2. fosters a classroom climate conducive to learning,

13.1.3. utilizes instructional management systems models that increase student learning,

13.1.4. monitors student progress towards mastery of instructional goals and objectives,

13.1.5. communicates effectively within the educational community, and with parents on a regular basis,

13.1.6. meets professional responsibilities, and

13.1.7. effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

§126-142-14. Classroom Teachers' Performance Criteria.

14.1. Performance criteria in this section are the state adopted responsibilities for classroom teachers. The purpose is to clarify teacher responsibilities and help provide guidance to the teacher in understanding job expectations.

14.2. Programs of Study:

14.2.1. Definition: Provides curricula required by the State of West Virginia.

a. Bases instruction on adopted curricula for the school.

b. Demonstrates accurate and current knowledge in subject field.

c. Develops appropriate lessons to teach instructional objectives.

d. Employs a variety of instructional strategies to augment achievement.

e. Uses content scope and sequence in planning.

14.3. Classroom Climate:

14.3.1. Definition: Provides an atmosphere conducive to learning consistent with school/county mission.

a. Follows established school discipline procedures that include W. Va. 126CSR99, West Virginia Board of Education Policy 4373, Student Code of Conduct.

b. Establishes procedures and rules that enhance learning.

c. Encourages students' attendance.

d. Sets high positive expectations for student performance.

e. Encourages and acknowledges individual student accomplishments and appropriate behavior.

f. Treats students in a fair and equitable manner.

g. Accommodates individual learning differences.

h. Creates and maintains an environment that supports learning.

i. Communicates with parents.

14.4. Instructional Management Systems:

14.4.1. Definition: Organizes teaching strategies to maximize allocated instructional time to increase student learning.

a. Prepares and implements lesson plans.

b. Begins lesson or instructional activity with a review of previous material as appropriate.

c. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.

d. Introduces the instructional activity and specifies instructional objectives.

e. Directs and adequately supervises students to be on task quickly at the beginning

of each instructional activity.

f. Presents reading, writing, speaking, and listening strategies using concepts and language that students understand.

g. Provides relevant examples and demonstrations to illustrate concepts and skills.

h. Assigns developmentally appropriate tasks.

i. Provides instructional pacing that ensures student understanding.

j. Maximizes student time-on-task.

k. Makes effective transitions between instructional activities.

l. Summarizes the main point(s) of the instructional activity.

m. Encourages students to express ideas clearly and accurately.

n. Incorporates higher level thinking skills.

o. Assists students to develop productive work habits and study skills, enabling communication with parents as needed.

p. Provides remediation activities for students.

q. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.

r. Integrates a variety of technology applications and learning tools to augment student achievement.

14.5. Student Progress:

14.5.1. Definition: Gathers, stores, and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.

a. Follows grading policies and regulations.

b. Maintains accurate and complete student records.

c. Monitors and evaluates student progress.

d. Provides feedback on student work.

e. Monitors student attendance.

14.6. Communication:

14.6.1. Definition: Communicates with students, parents, educational personnel, and others, utilizes standard grammar, listening skills, and clarity in the presentation of ideas.

a. Communicates student progress according to established procedures and policies.

b. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community, and exhibits appropriate interactive skills.

c. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.

d. Speaks and writes standard English clearly, correctly, and distinctly.

e. Determines and utilizes appropriate community resources.

14.7. Professional Work Habits:

14.7.1. Definition: Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).

a. Adheres to established laws, policies, rules, and regulations.

b. Interacts appropriately with students, other educational personnel, and parents.

c. Participates in activities that foster professional growth.

d. Is punctual with reports, grades, records, and in reporting to work.

e. Performs assigned duties.

f. Strives to meet county/school goals.

g. Commands respect by example in appearance, manners, behavior and language.

14.8. Technology Standards, effective July 1, 2003.

14.8.1. Definition: demonstrates competency and knowledge in the implementation of technology standards identified by the West Virginia Board of Education policies which are based on the International Society for Technology in Education (ISTE) Standards.

a. Demonstrates a sound understanding of technology operations and concepts.

b. Plans and designs effective learning environments and experiences supported by technology.

c. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.

d. Applies technology to facilitate a variety of effective assessment and evaluation strategies.

e. Uses technology to enhance productivity and professional practice.

f. Understands the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

§126-142-15. Evaluation Process for Administrators.

15.1. Administrators who are in their first, second, or third year of administration, a minimum of two (2) written evaluations per year is required.

15.2. Administrators with three (3) or more years of administration, a minimum of one (1) written evaluation per year is required.

15.3. The administrator's immediate supervisor is responsible for monitoring performance and for preparing the written evaluation.

15.4. The purpose of the evaluation is to improve the administrator's performance and professional growth. The administrator and the immediate supervisor will mutually establish annual written goals for the administrator's performance evaluation on or before October 1. The goals shall be related to the administrator's job responsibilities. In addition to the goal setting conference the administrator and the supervisor will meet at least once annually to review progress toward meeting the established goals. The supervisor will schedule an evaluation conference with the administrator to share findings and prepare the written evaluation. The administrator shall receive a copy of the evaluation within five (5) working days.

15.5. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The administrator shall maintain a portfolio of materials that validate progress or completion of the mutually establish goals. The administrator's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the administrator's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each administrator, it follows that the evaluation narrative will focus on the administrator's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the administrator and the supervisor shall be included as part of the evaluation documentation.

15.6. The administrator's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the administrator. The administrator's signature does not imply

concurrence with the evaluation and/or its rating. The administrator shall receive a copy of the evaluation. The administrator has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the administrator must be affixed to the evaluation not later that five (5) working days following receipt of the written evaluation.

§126-142-16. Improvement Plan for Administrators.

16.1. An improvement plan shall be developed by the supervisor and administrator when an administrator's performance is unsatisfactory in any area of responsibility as contained in §126-142-18.

16.2. The improvement plan shall designate how the administrator shall meet the performance characteristics. The improvement plan shall:

16.2.1. identify the deficiency(ies),

16.2.2. specify the corrective action to remediate the deficiency(ies),

16.2.3. contain the time frame for monitoring and deadlines for meeting the performance characteristics, and in no case shall an improvement plan be for more than one (1) semester in length, and

16.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

16.3. After an administrator has successfully corrected deficiency(ies), the administrator must continue to meet standards.

16.4. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-17. Improvement Team for Administrators.

17.1. A referral to an improvement team for an administrator whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The administrator may request the assistance of an improvement team.

17.2. The improvement team shall be comprised of the administrator's immediate supervisor and two administrators, one at the same school level. One of the administrators shall be selected by the administrator completing the improvement plan and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

17.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

17.4. The improvement team shall monitor the improvement plan and may: a) conduct

observations and conferences, b) provide training to assist the administrator in meeting the performance criteria outlined in the plan, and c) identify additional resources.

17.5. Release time may be provided for administrators who serve on the improvement team.

§126-142-18. Administrators' Responsibilities.

18.1. In addition to established laws, policies, rules and regulations, job descriptions for administrators shall include the following responsibilities:

18.1.1. demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student performance,

18.1.2. provides purpose and direction for schools/county,

18.1.3. demonstrates cognitive skills to gather, analyze and synthesize information to reach goals,

18.1.4. manages group behaviors to achieve consensus,

18.1.5. enhances quality of total school/county organization,

18.1.6. organizes and delegates to accomplish goals,

18.1.7. communicates effectively, and

18.1.8. effective July 1, 2003, provides leadership in the implementation of technology standards.

§126-142-19. Administrators' Performance Characteristics.

19.1. Performance characteristics in this section are the state adopted responsibilities for administrators. The purpose is to clarify responsibilities of the administrator and to provide guidance to the administrator in understanding job expectations.

19.2. Instructional Leadership

19.2.1. Demonstrates instructional leadership to enhance school effectiveness by improving instruction and augmenting student achievement. Items that may be used to reflect instructional leadership competencies:

a. demonstrates a knowledge of supervision to improve instruction,

b. uses the evaluation process to improve instruction effectively,

c. analyzes a variety of educational data to focus on student achievement,

d. guides teachers in their professional growth, and

e. facilitates a climate that is conducive to student learning and development.

19.3. Purpose and Direction.

19.3.1. Proactive Orientation. -- Views self as the school's/county's leader, initiates action, takes responsibility and motivates others to assist in setting and achieving the goals. Items that may be used to reflect instructional leadership competencies:

a. accepts authority and assumes responsibility,

b. analyzes negative and positive forces affecting the school/county,

c. takes immediate steps when problems arise,

d. focuses resources on strategic goals,

e. uses problem solving strategies,

f. exhibits a positive attitude,

g. encourages and facilitates meaningful and effective parent-teacher communication, and

h. commands respect by example in appearance, manners, behavior and language.

19.4. Educational Values

19.4.1. Educational Values. -- Manifests values about the school/county including students' welfare, fairness to staff, effective communication with parents, and demonstrates behavior consistent with the values. Items that may be used to reflect instructional leadership competencies:

a. promotes the welfare of students, faculty and staff, and

b. sets high expectations and articulates them to community, parents, staff and students

19.5. Cognitive Skills.

19.5.1. Interpersonal Skills. -- Listens, understands and verbalizes the concepts, thoughts and ideas held by others to ensure an understanding of their feelings and position. Items that may be used to reflect interpersonal skills:

a. encourages others to describe their perspectives,

b. respects others' perspectives, and

c. listens to others.

19.5.2 Problem Analysis. -- Searches for relevant data and analyzes complex information before arriving at an understanding of an event or a problem using formal and informal observations, research and interaction in gathering information. Items that may be used to reflect problem analysis:

a. gathers information about the school, county, students, parents, and community as appropriate,

b. attends professional development sessions that are relevant to goals, and

c. accesses computer and management information systems.

19.5.3. Judgment. -- Generates, evaluates, and selects effective solutions in making decisions and solving problems. Items that may be used to reflect judgment:

a. values divergent thinking,

b. compares consequences of options, and

c. makes decisions after data are analyzed.

19.6. Leadership.

19.6.1. Managing Interaction. -- Demonstrates effective use of group processes and facilitator skills. Items that may be used to reflect managing interaction:

a. identifies self as a team leader,

b. intervenes, negotiates, resolves conflict as needed,

c. facilitates communication, and

d. creates cooperative atmosphere.

19.6.2. Persuasiveness. -- Gains and sustains the attention and interest of others. Items that may be used to reflect persuasiveness:

a. ties needs to established goals,

b. articulates expected outcomes, and

c. develops trust by modeling desired behavior.

19.6.3. Sensitivity. -- Understands the diversity among different groups and modifies interaction style to fit the situation. Items that may be used to reflect sensitivity:

a. understands how own behavior may affect others,

b. adjusts strategies when ineffective,

c. exhibits appropriate interaction skills, and

d. deals effectively with emotional issues.

19.7. Quality Enhancement.

19.7.1. Personal Motivation. -- Establishes high work standards for self and others. Items that may be used to reflect personal motivation:

a. promotes excellence by evaluating goals,

b. sets standards for goal accomplishment,

c. considers feedback, and

d. assesses own strengths and limitations.

19.7.2. Management. -- Devises opportunities to receive adequate information on the progress of work accomplishments, delegates activities and offers timely feedback relating to quality and productivity. Items that may be used to reflect management:

a. supervises and monitors performance of staff,

b. collects and records performance data,

c. judges performance using criteria,

d. reinforces desirable behavior,

e. accesses computer and management information systems, and

f. demonstrates effective school financial management.

19.7.3. Coaching. - Creates opportunities for development of human resources through effective use of coaching, and the use of staff development to foster individual growth. Items that may be used to reflect coaching:

a. builds a supportive environment for learning,

b. provides timely and specific feedback,

c. reinforces growth and development, and

d. exhibits effective conferencing skills.

19.8. Organization.

19.8.1. Organizational Ability. -- Develops a plan to meet goals by focusing on time lines and flow of activities, and identifies resources needed to accomplish the job. Items that may be used to reflect organizational ability:

a. plans for goal accomplishment,

b. establishes priorities,

c. budgets and allocates resources,

d. assigns tasks and activities, and

e. plans for contingencies.

19.8.2. Delegation. -- Delegates authority and responsibility clearly and appropriately. Items that may be used to reflect delegation:

a. assesses expertise of self and others,

b. determines tasks to be assigned,

c. determines tasks needing outside assistance,

d. establishes performance standards, and

e. provides guidance.

19.9. Communications.

19.9.1. Oral Communications. -- Uses verbal skills to communicate appropriately. Items that may be used to reflect oral communications:

a. pronounces words and articulates clearly,

b. speaks confidently, and

c. uses correct grammar.

19.9.2. Written Communications. -- Demonstrates skill in writing appropriately to the intended audience. Items that may be used to reflect written communications:

a. writes with clarity and conciseness, and

b. uses correct grammar, spelling and appropriate language.

19.10. Technology Leadership, effective July 1, 2003.

19.10.1. Definition -- Demonstrates and creates opportunities for personnel to become competent and knowledgeable in the implementation of technology standards identified in §126-142-14.8.1. Items that may be used to reflect technology leadership competencies:

a. inspires a shared vision for comprehensive integration of technology and fosters an environment and culture conducive to the realization of that vision,

b. ensures that curricular design instructional strategies and learning environments integrate appropriate technologies to maximize learning and teaching,

c. applies technology to enhance professional practice and to increase his/her own productivity and that of other personnel,

d. ensures the integration of technology to support productive systems for learning and administration,

e. uses technology to plan and implement comprehensive systems of effective assessment and evaluation, and

f. understands the social, legal, and ethical issues related to technology and models responsible decision-making related to these issues.

§126-142-20. Evaluation Process for Professional Support Personnel.

20.1. Professional support personnel who are in their first, second, or third year of professional service, a minimum of two (2) written evaluations per year is required.

20.2. Professional support personnel in their fourth or fifth year of professional service, a minimum of one (1) written evaluation per year is required.

20.3. For professional support personnel with five (5) or more years of experience who have not received an unsatisfactory rating, a minimum of one (1) evaluation every three (3) years is required unless the supervisor determines that an evaluation is needed more frequently. Supervisors may determine that professional support personnel whose written evaluations include identified deficiencies related to specific professional support personnel performance characteristics may be evaluated more frequently than once every three years.

20.4. The professional support person's immediate supervisor, as defined by the county superintendent, is responsible for monitoring performance and for preparing the written evaluation.

20.5. The purpose of the evaluation is to improve the professional support person's performance and professional growth. The professional support person and the immediate supervisor will mutually establish annual written goals for the professional support person's performance evaluation on or before November 1. The goals shall be related to the professional support person's job responsibilities. In addition to the goal setting conference, the professional support person and the supervisor will meet at least once annually to review progress toward meeting the established goals. The supervisor will schedule an evaluation conference with the professional support person to share findings and prepare the written evaluation. The professional support person shall receive a copy of the evaluation within five (5) working days.

20.6. The primary data source for the performance evaluation will be information and documentation related to the mutually established goals. The professional support person shall maintain a portfolio of materials that validate progress or completion of the mutually established goals. The professional support person's supervisor may also collect documentation relating to these goals. The supervisor will evaluate the professional support person's performance using a narrative description to document the progress made toward goal attainment or to document unsatisfactory performance. Because the mutually established goals will be unique to each professional support person, it follows that the evaluation narrative will focus on the professional support person's demonstration of those skills identified in the performance characteristics. Therefore, the evaluation will be goal directed and may incorporate the performance characteristics in the narrative description. The supervisor may include those performance characteristics appropriate to the mutually established goals. The performance characteristics should be identified during the goal setting conference. The portfolios maintained by the professional support person and the supervisor shall be included as part of the evaluation documentation.

20.7. The professional support person's signature on the evaluation form denotes that the supervisor has reviewed the evaluation with the professional support person. The professional support person's signature does not imply concurrence with the evaluation and/or its rating. The professional support person shall receive a copy of the evaluation. The professional support person has the right to include a written statement as an addendum to the evaluation. An addendum and the signature of the professional support person must be affixed to the evaluation not later than five (5) working days following receipt of the written evaluation.

§126-142-21. Improvement Plan for Professional Support Personnel.

21.1. An improvement plan shall be developed by the supervisor and the professional support person when the professional support person's performance is unsatisfactory in any area of responsibility as contained in §126-142-23 of this policy.

21.2. The improvement plan shall designate how the professional support person shall meet standards. The improvement plan shall:

21.2.1. identify the deficiency(ies),

21.2.2. specify the corrective action to remediate the deficiency(ies),

21.2.3. contain the time frame for monitoring and deadlines for meeting performance characteristics, and in no case shall the improvement plan be for more than one semester in length, and

21.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

21.3. After a professional support person has successfully corrected deficiencies the professional support person must continue to meet standards.

21.4. Nothing in this section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-22. Improvement Team for Professional Support Personnel.

22.1. A referral to an improvement team for the professional support person whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The professional support person may request the assistance of an improvement team.

22.2. The improvement team shall be comprised of the professional support person's immediate supervisor, one additional administrator preferably at the same school level, and one professional educator in the same or related specialization. The professional educator shall be selected by the professional support person and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

22.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

22.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the professional support person in meeting the responsibilities outlined in the plan, and c) identify additional resources. Release time may be provided for professional educators who serve on the improvement team.

§126-142-23. Professional Support Personnel Responsibilities.

23.1. In addition to established laws, policies, rules and regulations, job descriptions for professional support personnel may include the following responsibilities when appropriate:

23.1.1. plans, prepares and implements new programs or facilitates change in the existing program,

23.1.2. organizes, directs, and coordinates programs,

23.1.3. gathers and interprets data for individuals, groups or programs,

23.1.4. delivers services to students or others,

23.1.5. collaborates with school personnel and/or parents to coordinate the delivery of services to students or others,

23.1.6. facilitates professional development activities to achieve goals,

23.1.7. develops and improves individual competencies and skills to deliver services, and

23.1.8. effective July 1, 2003, demonstrates competency in the knowledge and implementation of technology standards.

§126-142-24. Professional Support Personnel Performance Characteristics.

24.1. Performance characteristics in this section are the state-adopted responsibilities for professional support personnel. The purpose is to clarify responsibilities of the professional support person and to provide guidance to the professional support person in understanding job expectations.

24.2. Planning, Preparation and Implementation.

24.2.1. Engages in activities that prepare for implementation of new programs or facilitates change in existing programs and their implementation. Items that may be used to reflect planning and preparation:

a. identifies needs of students and others,

b. develops action plans based on identified needs,

c. evaluates ongoing programs/plans,

d. revises programs based on assessment ,

e. implements ongoing program activities and revises activities as needed, and

f. advises school personnel regarding available resources.

24.3. Administration/Management.

24.3.1. Organizes, directs, or coordinates programs that include responsibility for budgeting, staffing, reporting and other similar activities. Items that may be used to reflect administration/management:

a. aids school administration in developing and providing policies and/or programs,

b. establishes and communicates practices and procedures to students, parents,

community and staff,

c. works to integrate program into total school curriculum,

d. prepares thorough and accurate reports in a timely manner, and

e. makes recommendations to modify the school program to meet individual students' needs.

24.4. Assessment/Evaluation.

24.4.1. Gathers and interprets data from individual, groups, or programs to evaluate needs and programs. Items that may be used to reflect assessment/evaluation:

a. explains nature and purpose of assessment in an understandable manner,

b. demonstrates knowledge of theories, techniques and instruments used for assessment,

c. follows confidentiality procedures,

d. makes provisions for the attainment and evaluation of program goals, and

e. communicates effectively with school personnel, students, parents, and the community.

24.5. Intervention.

24.5.1. Delivers services to students and others to improve skills/functional abilities or inform recipients of services. Items that may be used to reflect intervention:

a. provides activities to foster the development of the whole child/student,

b. demonstrates positive interpersonal relationships with students, educational staff, parents, and the community,

c. assists teachers and students in implementing plans/strategies,

d. involves students in setting objectives, and

e. uses systematic processes to assess needs, plan interventions, and evaluate outcomes.

24.6. Collaboration.

24.6.1. Collaborates with school personnel, parents and the community to assist with and coordinate the delivery of services to students. Items that may be used to reflect collaboration:

a. presents information about services offered to students, school personnel, parents, and the community,

b. assists parents and students with individual needs to secure available services,

c. creates a positive climate during consultation,

d. serves on or leads multidisciplinary teams, and

e. respects values different from her/his own.

24.7. Professional Development.

24.7.1. Facilitates professional development activities to achieve goals. Items that may be used to reflect professional development:

a. seeks input from staff,

b. plans, implements, and evaluates professional development programs,

c. disseminates information at meetings, and

d. develops procedures and provides training for school personnel, students, and parents.

24.8. Professional Responsibilities.

24.8.1. Develops and improves individual competence and skill in delivering services consistent with professional standards. Items that may be used to reflect professional responsibilities:

a. behaves in an ethical manner,

b. demonstrates understanding of own professional limitations,

c. continues professional development by keeping abreast of current trends,

d. keeps appointments and follows up with commitments,

e. adheres to established regulations, policies, rules and laws, and

f. commands respect by example in appearance, manners, behavior and language.

24.9. Technology Standards, effective July 1, 2003.

24.9.1. Definition: demonstrates competency and knowledge in the implementation of

technology standards identified by the West Virginia Board of Education policies which are based on the ISTE Standards. Items that may be used to reflect instructional leadership competencies:

a. demonstrates a sound understanding of technology operations and concepts,

b. applies technology to facilitate a variety of effective assessment and evaluation strategies,

c. uses technology to enhance productivity and professional practice, and

d. understands the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

§126-142-25. Evaluation Process for Coaches.

25.1. The primary purpose of the evaluation is to provide information necessary to make an objective assessment of the performance of coaches and assistant coaches and to assure that quality coaching is provided to the student athlete.

25.2. A minimum of one (1) written evaluation per coach's and assistant coach's contract period is required each year.

25.3. Principals, assistant principals, or athletic directors who hold an administrative certificate according to W. Va. Code §18A-2-12 shall evaluate coaches and assistant coaches.

25.4. The principal, assistant principal or athletic director shall conduct observations and evaluations of head coaches. A minimum of two (2) observations is required for each evaluation.

25.5. The principal, assistant principal or athletic director with input from the head coach, shall conduct observations and evaluations of assistant coaches. A minimum of two (2) observations is required for each evaluation.

25.6. The principal, assistant principal or athletic director shall share the evaluation with the coach/assistant coach during a scheduled conference and within a four (4) week period at the conclusion of each sport's season as defined by West Virginia Secondary School Activities Commission (WVSSAC).

25.7. The coaches and assistant coaches have the right to include a written statement as an addendum to the evaluation.

25.8. The coach and or assistant coach shall sign the evaluation form denoting that the supervisor has reviewed the evaluation with the coach and the coach has received a copy. The signature shall not imply concurrence with the findings.

§126-142-26. Improvement Plan for Coaches.

26.1. An improvement plan shall be developed by the principal, assistant principal or athletic director who holds an administrative certificate, when a coach's performance is unsatisfactory in an area of coaching responsibility as contained in §126-142-28.

26.2. The improvement plan shall designate how the coach shall meet performance criteria. The improvement plan shall:

26.2.1. identify the deficiency(ies),

26.2.2. specify the corrective action to remediate the deficiencies,

26.2.3. contain the time frame for monitoring and deadlines for meeting the criteria, and in no case shall an improvement plan be for more than one semester in length, and

26.2.4. describe the resources and assistance available to assist in correcting the deficiency(ies).

26.3. After a coach has successfully corrected deficiencies the coach must continue to meet standards.

26.4. Nothing in this Section shall supersede the provisions of W. Va. Code §§18-2E-6, 18-3-4, or 18A-2-8.

§126-142-27. Improvement Team for Coaches.

27.1. A referral to an improvement team for a coach whose evaluation is unsatisfactory may occur when the supervisor determines he/she needs such assistance. The coach may request the assistance of an improvement team.

27.2. The improvement team shall be comprised of the coach's immediate supervisor, one additional administrator and one coach in the same or related sport. The coach who will serve as a member of the improvement team shall be selected by the coach and approved by the county superintendent. The selection of the other members of the improvement team shall be based upon county administrative procedures adopted pursuant to §126-142-3.2.

27.3. The improvement team shall serve only as a resource to the immediate supervisor who shall retain authority for the evaluation.

27.4. The improvement team shall monitor the improvement plan and may: a) conduct observations and conferences, b) provide training to assist the coach in meeting the performance criteria outlined in the plan, and c) identify additional resources.

27.5 Release time may be provided for employees who serve on the improvement team.

§126-142-28. Coaches' Responsibilities.

28.1. In addition to established laws, rules, policies and regulations, job descriptions for coaching shall include the following responsibilities:

28.1.1. communicating with parents and the educational community (Professional and Interpersonal Relations), and

28.1.2. implementing fundamental sports skills and sports management systems. (Coaching and Related Areas).

§126-142-29. Coaches' Performance Criteria.

29.1. Performance criteria in this section are the state adopted responsibilities for coaches. The purpose is to clarify coaching responsibilities and help provide guidance to the coach in understanding job expectations.

29.2. Professional and Interpersonal Relations.

29.2.1. Definition: Communicates with educational personnel, parents, students, and others. Items that may be used to reflect professional and interpersonal relations:

a. cooperates with building principal,

b. cooperates with athletic director,

c. develops rapport with coaching staff within the school,

d. organizes coaching staff,

e. develops positive relationship with participants,

f. develops positive relationship with student body,

g. develops positive relationship with faculty,

h. develops positive relationship with parents and community,

i. develops positive relationship with game officials,

j. develops positive relationship with news media,

k. develops positive relationship with opponents,

l. employs appropriate conduct during games,

m. employs appropriate conduct during practices,

n. attends league, conference and WVSSAC meetings,

o. participate in activities that foster professional growth and development,

p. motivates staff and players toward desired goals, and

q. commands respect by example in appearance, manners, behavior and language.

29.3. Coaching and Related Areas.

29.3.1. Definition: Organizes strategies for teaching sports skills and sports management systems. Items that may be used to reflect coaching and related areas:

a. develops high caliber and quality instruction,

b. teaches fundamental skills,

c. handles athletic injuries,

d. cares for equipment,

e. supervises participants and disciplines team appropriately,

f. designs quality organization of practice sessions,

g. designs pre-season planning,

h. supervises managers and other support personnel,

i. manages budget,

j. follows purchasing procedures,

k. initiates game organization skills,

l. follows league, conference, and WVSSAC policies,

m. devotes time and energy to coaching duties, and

n. follows end of season procedures.

3.4 – Minutes from the July 13, 2011 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 25 Schools to Pilot the Revised Educator Evaluation System.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
July 13, 2011

I. Call to Order

President Priscilla M. Haden called the meeting of the West Virginia Board of Education (WVBE) to order at 12:30 p.m. on July 13, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, and William M. White (via telephone). Members absent were Burma Hatfield and ex officios Jorea M. Marple, State Superintendent of Schools, Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education. Mr. Charles K. Heinlein, Deputy Superintendent of Schools, represented Superintendent Marple during the proceedings.

II. Recognitions

The Board: 1) recognized Dr. Kenna R. Seal, former Director of the Office of the Education Performance Audits, for his many years of exemplary service to education (Dr. Seal was the first Director of OEPA and served for 13 years); 2) heard from three students ([redacted], Shady Springs High School/Raleigh County, [redacted], Hurricane High School/Putnam County, and [redacted], Huntington High School/Cabell County) attending the first West Virginia Youth Science Camp addressed the Board regarding their camp experience; 3) recognized Ms. [redacted], a first grader at Barboursville Elementary (Cabell County); Ms. [redacted], an eighth grader at Beverly Hills Middle School (Cabell County); and Ms. [redacted], a sophomore at Greenbrier East High School (Greenbrier County), who submitted the winning videos in the West Virginia Department of Education's "What are you reading, West Virginia?" video contest; 4) recognized Ms. Betty Stepp, a kindergarten aide in McDowell County, recipient of the 2011 West Virginia Board of Education School Service Personnel Employee of the Year. Ms. Stepp is the first recipient of the new award. Mr. William Douglas Cooper, an electronic technician for Greenbrier County Schools, was recognized as runner-up for the award, and 5) Ms. Liza Cordeiro, Executive Director, WVDE Office of Communications, State Superintendent's Office, presented *Global21 Moments*, spotlighting Tyler, Hardy, Pocahontas, and Wyoming County Schools for the Board's information.

III. Approval of Agenda

President Haden called for a motion to approve the agenda. Upon motion by Ms. Phillips, seconded by Mr. Dunlevy, the Board unanimously approved the agenda.

IV. Personnel Progress Audit for Lincoln County School District

Dr. Gus Penix, Director of the Office of Education Performance Audits, reported that the Lincoln County School District was returned to full local control at the December 2010 WVBE meeting with the condition that the OEPA review the personnel areas to assure that the Lincoln County School District and the Lincoln County Board of Education adhere to personnel requirements of W. Va. Code and WVBE policies. A Team reviewed personnel areas at the Lincoln County Board of Education office on March 30 and April 1, 2011. The Team returned May 10, 2011, to check additional personnel issues.

Upon the recommendation of Dr. Penix and a motion by Mrs. Manchin, seconded by Ms. Phillips, the Board unanimously continued the Conditional Approval status of Lincoln County Schools, continued its provisional oversight of Lincoln County Schools and required that the county submit to the State Superintendent of Schools, through the Office of Legal Services, 1) monthly agendas of meetings and all official meeting minutes, and 2) a separate schedule listing all county personnel actions until such time as it is determined by another OEPA audit and upon action by the WVBE that the submission of the aforestated information is no longer needed. (Copy appended to Official Minutes, Attachment A.)

Following the motion, Ms. Phillips requested that the West Virginia School Boards Association (WVSBA) contact the Lincoln County Board of Education and advise of the WVBE's concerns and offer WVSBA trainings to members of the Lincoln County Board of Education. Dr. Johnson requested that the WVBE President and State Superintendent of Schools send formal correspondence to the Lincoln County Board of Education regarding the WVBE's response to the OEPA audit findings. Dr. White suggested that a future meeting of the WVBE take place in Lincoln County.

V. Education Performance Audit Report of the Jefferson County School District and North Jefferson Elementary School, Page Jackson Elementary School, South Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, and Wildwood Middle School, Jefferson County

Dr. Penix reported that an announced an announced on-site review (five days in advance) was conducted of the Jefferson County School District on April 5-7, 2011. Individual school audits were also conducted at the following schools: North Jefferson Elementary School, Page Jackson Elementary School, South Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, and Wildwood Middle School. Ms. Susan K. Wall, Superintendent of Jefferson County Schools, addressed the Board regarding the audit findings.

VI. Break

President Haden called for a break at 2:58 p.m.

VII. Call to Order

President Haden called the meeting back to order at 3:12 p.m.

VIII. Education Performance Audit Report of the Jefferson County School District and North Jefferson Elementary School, Page Jackson Elementary School, South Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, and Wildwood Middle School, Jefferson County (Continued)

Upon the recommendation of Dr. Penix and a motion by Dr. Johnson, seconded Mrs. Manchin, the Board unanimously: 1) continued the Full Approval status of the Jefferson County School District and directed the WVDE System of School Support, to assist Jefferson County in developing a system of school support specifically directed to the personnel issues of hiring practices and licensure; 2) issued Exemplary Accreditation status to Page Jackson Elementary for school year 2011-2012; 3) approved South Jefferson Elementary School's Education Performance Audit report; and, 4) directed that North Jefferson Elementary School, Charles Town Middle School, Harpers Ferry Middle School, Wildwood Middle School, and Jefferson County revise the schools' Five-Year Strategic Plans within 30 days and correct the findings noted in the reports by the next accreditation cycle. (Copy appended to Official Minutes, Attachment B.)

IX. Final Individual School Education Performance Audit Report for Philip Barbour High School, Barbour County

Dr. Penix reported that an announced on-site review was conducted at Philip Barbour High School, Barbour County, on May 5, 2010. A Team returned to the above school April 19, 2011. The purpose of the return visit was to verify correction of the findings identified during the original Individual School Education Performance Audit and to recommend a final school accreditation status. The school had corrected two noncompliances and had not corrected four noncompliances. Dr. F. Joseph Super, Superintendent of Barbour County Schools, addressed the Board regarding the audit findings. Dr. Johnson requested clarification from the WVDE Office of Legal Services regarding the number of times an OEPA review is required before a school is identified as low performing.

Upon the recommendation of Dr. Penix and a motion by Mrs. Manchin, seconded by Mr. Dunlevy, the Board unanimously issued Philip Barbour High School Temporary Accreditation status with an April 30, 2012 Date Certain to correct the remaining findings listed in the report. (Copy appended to Official Minutes, Attachment C.)

X. Capacity Building for Low Performing Schools and Intervention Counties

Mr. Ted Mattern (distributed information), System Support, Office of the State Superintendent, provided a brief summary of services provided to Gilmer, Marion, Preston, McDowell, and West Virginia Schools for the Deaf and the Blind. Ms. Michele Blatt, Executive Director, WVDE Office of School Improvement provided information regarding services

provided to Jefferson County Schools and Philip Barbour High School. (Copy appended to Official Minutes, Attachment EE.)

XI. Consent Agenda

Upon motion by Mr. Green, seconded by Ms. Phillips, the Board unanimously approved the Consent Agenda. (Copies appended to Official Minutes, Attachments D through S.)

- Continued the Full Accreditation status of Mount Vernon Elementary School, Barbour County (Attachment D)

- Continued the Full Accreditation status Sutton Elementary School, Braxton County (Attachment E)

- Continued the Distinction Accreditation status of Brooke High School, Brooke County (Attachment F)

- Continued the Full Accreditation status of Oak Glen Middle School, Hancock County (Attachment G)

- Continued the Full Accreditation status of Wilsonburg Elementary School, Harrison County (Attachment H)

- Issued Cedar Grove Elementary School Full Accreditation status and continued the Full Accreditation status of Hayes Middle School, Kanawha County (Attachment I)

- Continued the Full Accreditation status of the Nicholas County Career/Technical Center (Attachment J)

- Meeting minutes of June 8 and 23, 2011 (Attachment K)

- Closure of J. E. Robins Elementary and Watts Elementary Schools upon the completion of the new West Side II Elementary School (Attachment L)

- West Virginia Schools for the Deaf and the Blind Comprehensive Educational Facilities Plan (CEFP) - The West Virginia Schools for the Deaf and the Blind (WVSD/B) CEFP evaluation team has interviewed three professional architectural firms to assist in the development of a CEFP for the WVSD/B. Based on the required interview scoring system, the CEFP evaluation committee has ranked ordered the three firms interviewed. State Purchasing will negotiate a price for services with the top ranked firm with the understanding that mutual agreement must be reached between the WVSD/B and the top ranked firm on cost. The name of the successful architectural firm will be brought before the WVBE for approval once the firm is determined.

- West Virginia Board of Education's Response to the 2011 Annual Report of the West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC) (Attachment M)

- Four county applications representing summer school at an additional eight county locations (Attachment Mc)

- Fifty–five County Step 7 Plans for Improvement of Instruction (Attachments N-1 and N-2)

- Office of Institutional Education Programs (OIEP) School Calendars for 2011-2012 and granted the Superintendent of the OIEP the authority to approve minor amendments to the school calendars, as needed, for good cause (Attachment O)

- Policy 2322, Standards for High Quality Schools (Attachment P-1 and P-2)

- Policy 2520.1, 21st Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools and Policy 2520.1A, Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools (Attachments Q-1 and Q-2)

- Policy 2520.2, 21st Century Mathematics Content Standards and Objectives for West Virginia Schools and Policy 2520.2B, Next Generation Content Standards and Objectives for Mathematics in West Virginia Schools (Attachments R-1, R-2a and R-2b)

- West Virginia Secondary School Activities Commission (WVSSAC) - *Series 2*, Athletics, Provisions Governing Eligibility, *Series 3*, Provisions Governing Contests, and *Series 4,* Provisions Governing Conduct (Attachments S-1, S-2 and S-3).

XII. Amicus Brief in the matter of *Boards of Education of the Counties of Barbour, et al. v. Public Employees Insurance Agency, et al.*, No. 11-0243 (Kanawha 10-C-327)

Ms. Heather L. Deskins, General Counsel to the WVBE and WVDE, presented an Amicus Brief in the matter of *Boards of Education of the Counties of Barbour, et al. v. Public Employees Insurance Agency, et al.*, No. 11-0243 (Kanawha 10-C-327) for the Board's consideration. Fifty of West Virginia's county boards of education (the Petitioners) filed a lawsuit in the Circuit Count of Kanawha County alleging that the following actions interfere with and frustrate Petitioners' ability to provide a thorough and efficient system of free schools in accordance with Article XII, Section 1 of the West Virginia Constitution: 1) the application of West Virginia Code §5-16D-6(e) to county boards of education by the Public Employees Insurance Agency (PEIA) and the PEIA Finance Board; 2) the assessment and billing of the total Other Post Employment Benefits (OPEB) liability to county boards of education by the PEIA

and the PEIA Finance Board; and 3) the requirement by the West Virginia State Auditor that Petitioners record the total OPEB liability as a current liability on their annual financial statements. Respondents (PEIA, the PEIA Finance Board, and the West Virginia State Auditor) moved to dismiss the complaint on the basis that Petitioners raised a nonjusticiable political question and on the basis that the complaint did not satisfy the standard applicable to determining whether a court should entertain a declaratory judgment action. The Circuit Court agreed with Respondents and dismissed the complaint without entertaining the merits of the case. The Petitioners filed an appeal of the dismissal to the West Virginia Supreme Court of Appeals. The Court has subsequently agreed to hear the appeal.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips, the Board unanimously approved the filing of an amicus brief in support of *Boards of Education of the Counties of Barbour, et al. v. Public Employees Insurance Agency, et al.*, No. 11-0243 (Kanawha 10-C-327) .

XIII. Board Reports

Professional Development Committee. Dr. Johnson, assisted by Mr. Nathaniel Hixson (distributed information), Assistant Director, WVDE Office of Research, provided information regarding the committee meeting that took place on June 22. Agenda items included: discussion of online registration system for professional development, review of professional development survey (draft report), update on statewide professional development plan, discussion of memorandum on state professional development policies, Advanced Placement and Policy 2510 update and discussion of Policy 2515 and weighted grades for AP courses/exams. (Copy appended to Official Minutes, Attachment FF.)

Board Member Reports. Dr. White indicated that he wished to provide a report (with video) regarding his June visit to the WVSDB at the August meeting and provided information regarding his attendance at a meeting with the intervention counties sponsored by the WVSBA. Mrs. Manchin provided information regarding the NASBE Southern Regional meeting regarding the common core standards that took place at The Greenbrier in Lewisburg. Mr. Dunlevy provided information regarding a recent meeting of the School Building Authority of West Virginia and attended the annual superintendent's meeting at Oglebay. Ms. Phillips and Ms. Haden provided information regarding graduation activities at the WVSDB and parental concerns regarding the lack of opportunities to interact with stimuli outside the school/campus atmosphere.

XIV. Recess

President Haden recessed the meeting at 4:45 p.m. and announced that the meeting would reconvene on July 14, 2011, at 9:00 a.m., in the same location.

XV. Reconvene

President Haden reconvened the meeting of July 13, 2011, at 9:00 a.m. on July 14, 2011, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Haden, Vice President Jenny N. Phillips, Secretary Robert W. Dunlevy, Michael I. Green, Lowell E. Johnson, L. Wade Linger Jr., Gayle C. Manchin, and William M. White (via telephone). Members absent were Burma Hatfield and ex officios Jorea M. Marple, State Superintendent of Schools, Brian E. Noland, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education. Mr. Charles K. Heinlein, Deputy Superintendent of Schools, represented Superintendent Marple during the proceedings.

XVI. Board Reports (Continued)

President Haden provided information regarding the signing of the Memorandum of Understanding as a part of the Common Ground: Education and Military Partnership, Civic Literacy meeting, RESA 8 meeting, legislative agenda building, judicial conference, and visit to RESA 5 to recognize Mr. Ronald K. Nichols for his many years of service (Mr. Nichols retired as Executive Director of RESA 5 on June 30, 2011) and Education Commission of the States/National Civic Literacy Council meetings.

XVII. Waivers of State Board of Education Policies and Regulations, Superintendent's Interpretations and State Statutes and Legislative Rules

Ms. Betty Jo Jordan, Executive Assistant to the State Superintendent presented waivers of State Board of Education policies and regulations, Superintendent's Interpretations and state statutes and legislative rules for the Board's consideration. In March 2011, the WVBE revised its procedures for first time and continuation of waiver requests for instructional materials or high school courses to be used as substitutes for graduation requirements. The revision established a uniform, annual timeline for these requests, approval and evaluation. All requests for waivers of instructional materials or for courses used as a substitute for graduation requirements must now be submitted on or before May 1 of each year. The WVBE will then consider those requests at its annual July meeting. Approved waivers of instructional materials will be effective for two school years; each county or school is required to submit annual evaluation results which will be reviewed by appropriate WVDE staff. Should any continuation for waiver be denied, the school/county will be expected to immediately implement their alternative plan for instructional materials. Approved waivers for courses used as a substitute for graduation requirements will be effective upon approval until June 30 of the next calendar year. All schools or counties who receive such waivers for courses as substitute for graduation requirements will be required to annually submit evaluation results to WVDE/WVBE. In the event such waiver is not approved, the school or county will be notified to modify course/student schedules so that students are enrolled in the appropriate high school course for graduation credit. All other requests for waivers or WVBE policies will be reviewed as received and placed on WVBE agenda accordingly. Any school or county that receives a waiver of WVBE policy must provide evaluation of impact of waiver to WVDE/WVBE on an annual basis. The approved waiver will be in effect for one year from approval date or for the period of time requested and approved. WVDE staff reviewed each request and prepared recommendations for WVBE action.

Upon motion by Ms. Phillips, seconded by Mrs. Manchin and unanimously carried, the Board approved two first time requests for waivers of WVBE policy, three continuation requests

for waivers of WVBE policy and 20 requests for continuation waiver of instructional materials. (Copy appended to Official Minutes, Attachment T.)

XVIII. Appointments to the Educator Preparation Program Review Board

Dr. Amelia Courts, Assistant State Superintendent, Division of Educator Quality and System Support, presented appointments to the Educator Preparation Program Review Board (EPPRB) for the Board's consideration. The Educator Preparation Program Review Board (EPPRB) makes recommendations to the WVBE regarding initial and continuing educator preparation program approval. According to Policy 5100, the EPPRB is comprised of seven members; three members representing higher education, three members representing public education, and one member representing the West Virginia Commission for Professional Teaching Standards. Members representing the public schools are nominated and approved by the WVBE. Rachel Cunningham, a teacher from Upshur County; Delores Cook, former WVBE Member; Isaac Lewis, a teacher from Hampshire, have been nominated by members of the WVBE.

Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board appointed Rachel Cunningham, Delores Cook, and Isaac Lewis to the EPPRB. (Copy appended to Official Minutes, Attachment U.)

XIX. WVBE Policy 2525, West Virginia's Universal Access to Early Education System, Section §126-28-6, Collaboration and the County Plan

Mr. Clayton Burch (distributed information), Assistant Director, WVDE Office of Instruction, presented the county plans required by Policy 2525 for the Board's consideration. W. Va. Code §18-5-44 requires county boards of education to submit a plan at least every two years for implementation of their pre-kindergarten system. The WVBE and West Virginia Department of Health and Human Resources (WVDHHR) have the responsibility for convening a committee, known as the WV Pre-K Steering Team, to review the quality and content of the county plans. Pursuant to WVBE Policy 2525 the WV Pre-K Steering Team has reviewed the county plans and submitted its recommendation for approved county plans to the WVDHHR. The WVDHHR has informed the WVDE and the WVBE of all West Virginia Pre-K County Plans approved for FY2011-2012.

Upon motion by Mrs. Manchin, seconded by Ms. Phillips and unanimously carried, the Board accepted the county plans in order that funding for programs be authorized. (Copy appended to Official Minutes, Attachment V and addenda.)

XX. Policy 2340, West Virginia Measures of Academic Progress Revision

Mr. Robert E. Hull, Associate Superintendent, presented Policy 2340 for the Board's consideration. Amendment of Policy 2340 is required due to the recent revision of Policy 2510, Assuring Quality of Education: Regulations for Education Programs.

Upon motion by Mr. Dunlevy, seconded by Ms. Phillips and unanimously carried, the Board placed the affected portions of Policy 2340 on public comment for 30 days. (Copy appended to Official Minutes, Attachment W.)

XXI. Policy 3236, Education Innovation Zones

Dr. Courts presented Policy 3236 for the Board's consideration. Policy 3236 is being revised to incorporate Senate Bill 228, Local Solution Dropout Prevention and Recovery Innovation Zone Act provisions. The intent of the bill is to add a separate category of innovation zones focusing on dropout prevention. The original category of innovation zones contained in Policy 3236 will be maintained.

Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board placed Policy 3236 on public comment for 30 days. (Copy appended to Official Minutes, Attachment X.)

XXII. Policy 5100, Approval of Educational Personnel Preparation Programs

Ms. Lori Wiggins, Executive Director, WVDE Office of Professional Preparation, presented Policy 5100 for the Board's consideration. WVBE Policy 5100 has been revised to reflect the new Praxis test numbers and scores for the tests that have been regenerated; to adjust the definition of accredited institution of higher education to mirror definition in WVBE 5202; clarify programmatic levels previously omitted; to modify the programmatic level for the PreSchool endorsement from Birth - PreK to PreK-PreK; to modify the Severe Disabilities endorsement from PreK-Adult to K-Adult; to update the scores for the SAT and ACT exemption to the PPST; to clarify the three (3) semester hours of instructional technology for renewal purposes applies to individuals who are not enrolled in a program that leads to a masters degree or an additional endorsement; to allow candidates that have satisfied the college algebra requirement to take an additional college level math course; to update language regarding the Annual Report requirements for institutions of higher education; and to make other edits to clarify the intent of the policy.

Upon motion by Dr. Johnson, seconded by Mrs. Manchin and unanimously carried, the Board placed Policy 5100, specifically the Table of Contents and sections 1, 5.1, 6.3.3, 10.5.5, 14.1, Appendix D, and Appendix E, on public comment for 30 days. (Copy appended to Official Minutes, Attachment Y.)

XXIII. Policy 5202, Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications

Ms. Wiggins presented Policy 5202 for the Board's consideration. Policy 5202 has been revised to reflect the new Praxis test numbers and scores for the tests that have been regenerated; clarify programmatic levels previously omitted; modify the programmatic level for the PreSchool endorsement from Birth-PreK to PreK-PreK; modify the Severe Disabilities endorsement from PreK-Adult to K-Adult; require that the Chief Business Official Initial Authorization include a minimum 2.5 GPA for the required 24 semester hours of coursework;

insert previously omitted renewal requirements for JROTC; sunset the Student Support Certificate for Athletic Training per new W. Va. Code; add two Advanced Credentials for Business and for Marketing; to update the scores for the SAT and ACT exemption to the PPST; provide a renewal option for technology integration specialist authorization; clarify language related to salary classifications; and make other edits to clarify the intent of the policy.

Upon motion by Dr. White, seconded by Ms. Phillips and unanimously carried, the Board placed Policy 5202, specifically the Table of Contents and sections 1, 4, 10,1.2.F.a, 10.4.1, 10.3.6, 11.7.3a, 11.7.3a.BB and CC, 11.7.3a.G.a., 19.3.3, 20, 22, 24, and Appendix A, on public comment for 30 days. (Copy appended to Official Minutes, Attachment Z.)

XXIV. Waiver for the Revised Educator Evaluation System

Dr. Courts (distributed information) presented a request to waive the requirements of Policy 5310 on behalf of the schools that will be utilizing the revised educator evaluation system and instruments in a pilot program.

Upon motion by Dr. Johnson, seconded by Ms. Phillips and unanimously carried, the Board approved the waiver request the schools participating in the pilot program. (Copy appended to Official Minutes, Attachment AA and addenda.)

XXV. Break

President Haden called for a break at 10:20 a.m.

XXVI. Call to Order

President Haden called the meeting back to order at 10:30 a.m.

XXVII. WVBE Personnel Matters including Termination of Employment of Employee at RESA 1, Termination of Employment of Employee at Vicki V. Douglas Juvenile Center and RESA 4 Executive Director Search Executive Session

President Haden distributed a proposed process for the hiring of an Executive Director of RESA 4. It was the consensus of the Board that the process be approved. Thereupon, as provided in W. Va. Code §6-9A-4(b)(2)(A) (personnel exception) and, President Haden called for a motion to move into executive session to take up the termination of employment of the employees at RESA 1 and the Vicki V. Douglas Juvenile Center.

Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously entered into executive session at 10:37 a.m.

XXVIII. Return from Executive Session

The Board returned from executive session at 11:37 a.m. at which time President Haden announced that no decisions were made or action taken. Thereupon, President Haden called for a motion to approve the Board's personnel attachment inclusive of the termination of employment of employee at RESA 1, termination of employment of employee at the Vicki V. Douglas Juvenile Center, and signatory authority to Pam Butcher, RESA 4, until such time as the Executive Director assumes responsibility. Upon motion by Dr. Johnson, seconded by Ms. Phillips, the Board unanimously approved the motion as stated by President Haden. (Copy appended to Official Minutes, Attachment BB and addendum.)

XXIX. State Superintendent's Report

Mr. Heinlein presented Department personnel items for the Board's information. (Copy appended to Official Minutes, Attachment CC.)

XXX. Board Items for Future Consideration

President Haden asked that items, inclusive of any requested during the meeting, that members wish considered for placement on a future agenda are to be provided to the President as soon as possible. (Copy appended to Official Minutes, Attachment DD.)

XXXI. Election of Officers 2011-2012

President Haden extended her appreciation to the Board for their support over the past two years and called for nominations from the floor.

President

Dr. Johnson nominated Mrs. Manchin to the office of President. Ms. Phillips seconded the motion. Mrs. Manchin declined the nomination.

Mr. Green nominated Mr. Linger to the office of President. Ms. Phillips seconded the motion.

No additional nominations were offered and upon the call for the question the motion was carried. Mr. Linger was elected President.

Vice President

Ms. Haden nominated Dr. White to the office of Vice President. Ms. Phillips seconded the motion. Upon the call for the question the motion failed.

Mr. Green nominated Mrs. Manchin to the office of Vice President. Ms. Phillips seconded the motion. No additional nominations were offered and upon the call for the question the motion was unanimously carried. Mrs. Manchin was elected Vice President.

Secretary

Mr. Green nominated Mr. Dunlevy to the office of Secretary. Ms. Phillips seconded the motion. No additional nominations were offered and upon the call for the question the motion was unanimously carried. Mr. Dunlevy was elected Secretary.

Dr. Johnson conveyed his appreciation to President Haden for her service as President over the past two years (Dr. Johnson's sentiments were echoed by all members of the Board).

XXXII. Future Meetings

The next meeting of the Board will be held August 10, 2011, in Charleston, West Virginia. The meeting will continue on August 11, 2011, if the agenda is not completed on August 10, 2011.

XXXIII. Point of Personal Privilege – President L. Wade Linger Jr. Governor's Education Efficiency Audit

President Linger stated that he wished an update to be provided at each Board meeting regarding the Governor's Education Efficiency Audit and indicated that Mr. Green, Mrs. Manchin and Ms. Phillips have agreed to assist him in keeping abreast of audit proceedings.

XXXIV. Adjournment

President Haden declared the meeting adjourned at 11:55 a.m.

Minutes approved by the Board on August 10, 2011.

_____

L. Wade Linger Jr., President

_____

Robert W. Dunlevy, Secretary

Minutes were recorded by
Virginia M. Harris
Secretary to the Board.
WVBEMinutes7/13/11

3.5 – Minutes from the July 21, 2012 Meeting of the WVBE Approving a Waiver of Policy 5310 Allowing 111 Additional Schools to Join the Pilot of the Revised Educator Evaluation System.

MINUTES
WEST VIRGINIA BOARD OF EDUCATION
Board Conference Room
Capitol Building 6, Room 353
1900 Kanawha Boulevard, East
Charleston, West Virginia
July 11, 2012

I. Call to Order

Following the welcome, introductions and Pledge of Allegiance, President L. Wade Linger Jr. called the meeting of the West Virginia Board of Education (WVBE) to order at 12:33 p.m. on July 11, 2012, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Linger, Vice President Gayle C. Manchin, Secretary Robert W. Dunlevy, Michael I. Green, Priscilla M. Haden, Lloyd G. Jackson II, Lowell E. Johnson, Jenny N. Phillips and William M. White (via telephone) and ex officio Jorea M. Marple, State Superintendent of Schools. Student representative in attendance was Jared Peterson of Morgantown, West Virginia, a 2012 graduate of Morgantown High School (Monongalia County). Members absent were ex officios Paul L. Hill, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

II. Delegations

Mr. Michael Kelley, Principal, Herbert Hoover High School (Kanawha County), representing the West Virginia Association of Secondary School Principals and Kanawha County Schoolmasters, addressed the Board regarding the Teacher Evaluation Pilot. Ms. Carolyn Arritt, citizen of Fayette County, addressed the Board regarding Fayette County.

III. Approval of Agenda

President Linger requested a motion to approve the agenda. Mr. Dunlevy moved that the agenda be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously.

IV. Broadband Technology and Opportunities Program (BTOP) Update

Mr. Mark McKenzie (distributed information), Manager - Engineering, Frontier Communications, provided an update regarding BTOP. Ms. Brenda Williams, Division Leader, Superintendent's Division, WVDE Office of Instructional Technology, and Mr. John Miller (distributed information), Assistant Director, WVDE Office of Instructional Technology, provided an update regarding WVDE BTOP issues. (Copy appended to Official Minutes, Attachment V.)

V. Wheeling Academy of Law and Science Foundation's Mock Trial Project

Ms. Barbara Knutsen (distributed information), Executive Director, Wheeling Academy of Law and Science, provided information regarding the Wheeling Academy of Law and Science Foundation's Mock Trial Project. The mock trial project brings the system of American justice to life by allowing students to act out the roles of lawyers, witnesses, and jurors based upon factual case scenarios prepared by the foundation. Over 9,500 students have participated during the project in two-day age appropriate scripted mock trials in 4th or 5th and 8th grade public school classrooms in the northern panhandle and Kanawha County. (Copy appended to Official Minutes, Attachment W.)

VI. Transition to Teaching Project (TtT)

Dr. Amelia Courts, Assistant State Superintendent, Division of Educator Quality and System Support, introduced Ms. Lisa D. Hedrick, Executive Director, and Mr. Doug Cipoletti, Coordinator, WVDE Office of Professional Preparation, who provided information regarding the Transition to Teaching Project (TtT). TtT is an alternative certification program that targets high-need fields in schools across West Virginia. The program is in its fourth year and has had tremendous success. To date, TtT has certified 103 teachers in the content areas of mathematics, English, science, foreign language and multi-categorical special education. Mr. Scott Adkins, science teacher, Man Middle School (Logan County), Mr. Thomas Bane, mathematics teacher, Mingo Central Comprehensive High School (Mingo County), and Ms. Heidi Johnston, mathematics teacher, River View High School (McDowell County), recent TtT graduates, also addressed the Board regarding TtT.

VII. 2012 West Virginia Board of Education School Service Personnel Employee of the Year

Mr. Keith Burdette, Executive Director, WVDE Office of Human Resources, introduced Mr. Richard Bussard, Jr., bus mechanic, Jefferson County Schools, first runner-up and Ms. Debra Martin, secretary, Putnam County Schools, recipient of the 2012 WVBE School Service Personnel Employee of the Year award.

VIII. Break

President Linger called for a break at 1:43 p.m.

IX. Call to Order

President Linger called the meeting back to order at 1:52 p.m.

X. Director's Information

Dr. Gus Penix, Director of the Office of Education Performance Audits, provided an update of OEPA activities including the revision of Policy 2320.

XI. Release of Lincoln County from July 2011 Requirements regarding Submittal of Personnel, Agenda, and Meeting Minutes

Dr. Penix reported that in July 2011 the Lincoln County Board of Education, while under conditional approval status, was determined to not be in compliance with personnel laws. As a result, the OEPA recommended that the conditional approval status of Lincoln County Schools be continued and that the county be required to submit the following to the State Superintendent of Schools, through the Office of Legal Services, until such time as it is determined by another OEPA audit and upon action by the WVBE that the submission of the listed information is no longer needed: 1) monthly agendas of meetings and all official meeting minutes, and 2) a separate schedule listing all county personnel actions. The WVBE accepted the OEPA's recommendations in order to assure proper adherence to personnel laws and the appropriate application of personnel laws by the Lincoln County Board of Education. During the past year, the Lincoln County Board of Education has displayed due diligence in the exercise of its responsibility for personnel; the OEPA returned to Lincoln County June 28, 2012, to assess progress relative to personnel issues identified in the July 2011 report to the WVBE. In order to return full control to the Lincoln County Board of Education, the OEPA must revisit Lincoln County to ascertain the degree of compliance with the standards set forth in Policy 2320 and make a recommendation to the WVBE regarding the status of the Lincoln County school system.

Upon the recommendation of Dr. Penix, Mrs. Manchin moved, pursuant to W. Va. Code §18-2E-5, that Lincoln County Schools be issued Full Approval status, and that the review of monthly agendas of meetings, official meeting minutes, and county personnel actions be discontinued effective immediately and that the OEPA conduct a review audit of the Lincoln County school system in the fall of 2012. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment A.)

XII. Follow-Up Individual School Education Performance Audit Reports and Revised Strategic Plans for Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School, Wayne County

Dr. Penix reported that announced on-site reviews (five days in advance) were conducted at Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School January 27, 2011. The Team returned to Fort Gay Elementary School and East Lynn Elementary School March 28, 2012 and Wayne Middle School March 29, 2012. The purpose of the follow-up reviews was to verify correction of the findings identified during the original Education Performance Audits. Ms. Lynn Hertz, Assistant Superintendent, and Ms. Debbie Russell, Elementary Director, Wayne County Schools, addressed the Board regarding the East Lynn Elementary audit report.

Upon the recommendation of Dr. Penix, Ms. Haden moved that Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School be issued the accreditation status listed in the Follow-up Individual School Reports and that a monthly progress report be provided to the WVBE and WVDE by the Superintendent of Wayne County Schools regarding Fort Gay Elementary School, East Lynn Elementary School and Wayne Middle School. Ms.

Phillips seconded the motion and upon the call for the question the motion was carried unanimously. In light of the audit report findings, it was the consensus of the Board that the WVDE provide technical assistance to Wayne County Schools. (Copy appended to Official Minutes, Attachment B.)

President Linger moved New Business item *B. West Virginia Secondary School Activities Commission (WVSSAC), Series 2, Athletics, Provisions Governing Eligibility,* and *Series 4, Provisions Governing Conduct* be taken up immediately.

XIII. West Virginia Secondary School Activities Commission (WVSSAC) Series 2, Athletics, Provisions Governing Eligibility, and Series 4, Provisions Governing Conduct

Mr. Charles K. Heinlein, Deputy State Superintendent of Schools, and Ms. Heather Deskins, General Counsel to the WVBE and WVDE, presented WVSSAC Series 2 and Series 4 for the Board's consideration. WVSSAC Series 2 and 4 were placed on comment at the WVBE's May 2012 meeting. No changes were made to Series 2 as a result of the comments received; no comments were received during the comment period for Series 4. Mr. Bernie Dolin (Ohio County), and Mr. Mike Arbogast (Kanawha County), representing the WVSSAC Board of Directors, addressed questions regarding WVSSAC Series 2.

Mr. Dunlevy moved that WVSSAC Series 2 and Series 4 be approved. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously. (Copies appended to Official Minutes, Attachment M-1 and M-2.)

XIV. Capacity Building for Low Performing Schools, Intervention Counties and the West Virginia Schools for the Deaf and the Blind

Ms. Michele Blatt, Executive Director, WVDE Office of School Improvement and System Support, Mr. Ted Mattern, and Dr. Jack McClanahan, System Support Liaisons, Office of the State Superintendent, provided information regarding capacity building for a number of low performing schools and the intervention counties. Dr. Lynn Boyer, Superintendent, West Virginia Schools for the Deaf and the Blind (WVSDB), provided an update regarding the WVSDB's Comprehensive Educational Facilities Plan as well as other campus activities. (Copies appended to Official Minutes, Attachments C-1 through C-6.)

XV. Break

President Linger called for a break at 3:22 p.m.

XVI. Call to Order

President Linger called the meeting back to order at 3:38 p.m.

XVII. Consent Agenda

Ms. Haden requested Consent Agenda item *C. 1. Waivers of State Board of Education Policies and Regulations, Superintendent's Interpretation and State Statutes and Legislative Rules*, be removed from the Consent agenda and taken up immediately following the approval of the Consent Agenda. Dr. Johnson moved that the Consent Agenda be approved as amended. Mr. Dunlevy seconded the motion and upon the call for the question the motion was carried unanimously. (Copies appended to Official Minutes, Attachments D, E, and G through J.)

- Issued Keyser High School the accreditation status listed in the Final Individual School Report (Attachment D)
- Meeting minutes of June 13 and 15, 2012 (Attachment E)
- Approved summer school programs found in Attachment G
- Received ten additional applications during fiscal year 2011-2012 for a total of 1,480 applications for Operation Recognition in connection with Policy 4355, High School Diplomas for Veterans (Attachment H)
- Approved the WVBE's response to recommendations found in the 2012 Annual Report of the West Virginia Advisory Council for the Education of Exceptional Children (Attachment I)
- Approved scheduling the primary statewide assessment program prior to May 15 for the 2012-2013 school year
- Approved the realigned initial teacher preparation programs of Bluefield State College, Marshall University, and Ohio Valley University (Attachment J).

XVIII. Waivers of State Board of Education Policies and Regulations, Superintendent's Interpretation and State Statutes and Legislative Rules

Following the discussion of several requested waivers, Ms. Haden moved that two first time waivers of WVBE policy and 34 requests for continuation waivers be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment F.)

XIX. State Superintendent's Report

Superintendent Marple (distributed addendum) presented WVDE personnel matters for the Board's information. **Community Eligibility Option.** Ms. Mollie Wood, Assistant Director, and Ms. Keri Kennedy (distributed information), Coordinator, WVDE Office of Child Nutrition, provided information regarding the Community Eligibility Option (provision of school meals). **P-20 Data System.** Mr. Juan D'Brot, Executive Director, WVDE Office of Assessment and Accountability, provided an update regarding the P-20 Data System. President Linger

moved *New Business* item *A. Endorsement of West Virginia School Board Association's Standards for High-Functioning County Boards of Education* to be taken up immediately. (Copy appended to Official Minutes, Attachment K and addenda.)

XX. Endorsement of West Virginia School Board Association's Standards for High-Functioning County Boards of Education

Mr. Heinlein presented the West Virginia School Board Association's Standards for High-Functioning County Boards of Education for the Board's consideration. At the June 2012 WVBE meeting, Dr. Howard O'Cull and Dr. Barbara Parsons presented the Standards for High-Functioning County Boards of Education. These standards are to be used as a self-assessment tool for county school boards.

Mrs. Manchin moved that the WVBE endorse the West Virginia School Board Association's standards for high-functioning county boards of education. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment L.)

XXI. Recess

President Linger recessed the meeting at 4:42 p.m. and announced that the meeting would reconvene on July 12, 2012, at 9:00 a.m. in the same location.

XXII. Reconvene

President Linger reconvened the meeting of July 11, 2012, at 9:05 a.m. on July 12, 2012, in the Board Conference Room, Capitol Building 6, Room 353, 1900 Kanawha Boulevard, East, Charleston, West Virginia.

The following members were present: President Linger, Vice President Gayle C. Manchin, Michael I. Green, Priscilla M. Haden, Lloyd G. Jackson II, Lowell E. Johnson, and Jenny N. Phillips and ex officio Jorea M. Marple, State Superintendent of Schools. Student representative in attendance was Jared Peterson of Morgantown, West Virginia, a 2012 graduate of Morgantown High School (Monongalia County). Members absent were Secretary Robert W. Dunlevy and William M. White and ex officios Paul L. Hill, Chancellor, West Virginia Higher Education Policy Commission, and James L. Skidmore, Chancellor, West Virginia Council for Community and Technical College Education.

XXIII. State Superintendent's Report (Continued)

Process and Guidelines for Counties under Intervention Status. Mr. Heinlein (distributed information) provided an overview of the process and guidelines for counties under intervention status. The process provides a protocol for counties entering intervention status and guidelines for the intervention superintendent and board. It also provides the basic template of an exit agreement to be implemented when the county and board has displayed responsibility and cohesion in the management of its affairs. Discussion ensued regarding the process, guidelines,

template, development of a plan action, and the WVBE's response to the Governor's Education Efficiency Audit. It was the consensus of the Board that an individual be hired to finalize the WVBE's response to the audit and that members be provided the credentials of such consultant prior to the hiring of said consultant at a specially called or future meeting of the WVBE. Mr. Jackson requested that an item be placed on future agendas for discussion of the Governor's Education Efficiency Audit. (Copy appended to Official Minutes, Attachment X.)

XXIV. Break

President Linger called for a break at 10:49 a.m.

XXV. Call to Order

President Linger called the meeting back to order at 11:12 a.m.

XXVI. Policy 5310 Waiver Request

Dr. Courts presented, for the Board's consideration, a waiver of certain sections of Policy 5310 for educators in schools selected as demonstration sites in the Educator Evaluation system referenced in House Bill 4236. The waiver includes a total of 136 schools which includes the 25 pilot schools from the 2011-2012 school year. Schools from each county were selected by the superintendent along with an institutional education program and career and technical center.

Dr. Johnson moved that the wavier of certain sections of Policy 5310 to implement the new Educator Evaluator system be approved. Mr. Jackson seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment Mc.)

XXVII. Policy 1224.1, Accounting Procedures Manual for the Public Schools in the State of West Virginia

Mr. Joe Panetta, Assistant State Superintendent, Division of Student Support Services, presented Policy 1224.1 for the Board's consideration. This policy repeals and replaces the current "Accounting Procedures Manual for the Public Schools in the State of West Virginia" (Policy 1224.1) filed July 15, 1996. The intent of this policy is to prescribe the basic accounting requirements that have been established by the State Board of Education for the public schools in West Virginia. On May 11, 2012, the suggested revisions were placed on public comment for 30 days. There were two comments received during this period from Multi-County Vocational Center (MCVC) Directors. No changes to the policy are recommended as a result of the comments that were received.

Dr. Johnson moved that Policy 1224.1 be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment N.)

XXVIII. Policy 8200, Purchasing Procedures for Local Educational Agencies

Mr. Panetta presented Policy 8200 for the Board's consideration. Policy 8200 is being updated to clarify the use of cooperative and pooled purchasing arrangements. Other changes include: updated the section on exemptions from competitive bidding requirements to align with the State Purchasing Policy; updated the agreement addendum to include provisions for the purchase of computer software and to incorporate other changes made by the Attorney General's Office in the equivalent state-level document; and added the statutory requirement for governmental agencies to obtain releases from the West Virginia Insurance Commission and Workforce West Virginia regarding workers' compensation and unemployment compensation premiums before making final payments to vendors on contracts. On May 11, 2012, the suggested revisions were placed on public comment for 30 days. There were no comments received during the comment period on this policy. Ms. Williams addressed questions pertaining to purchasing.

Dr. Johnson moved that Policy 8200 be approved. Mrs. Manchin seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment O.)

XXIX. Policy 2510, Assuring the Quality of Education: Regulations for Educational Programs

Mr. Robert E. Hull, Associate State Superintendent, Division of Teaching and Learning, presented Policy 2510 for the Board's consideration. At the May 2012 WVBE meeting, a request was submitted to place Policy 2510 on comment for 30 days. Minor changes were made to reflect the adoption of the Common Core State Standards with the subsequent implementation of the Next Generation CSOs in English Language Arts, Literacy and Mathematics, as well as the adoption of the Next Generation CSOs for Social Studies. Also English 12 College and Career Readiness Course has been added and language clarifying AP requirements was added to this policy.

Mrs. Manchin moved that Policy 2510 be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment P.)

XXX. Policy 2525, West Virginia's Universal Access to a Quality Early Education System

Mr. Clayton Burch, Executive Director, WVDE Office of Early Learning, presented Policy 2525 for the Board's consideration. Policy 2525 was approved to be placed on a 30-day comment period after revisions for continuous quality improvement of West Virginia's Universal Pre-K system were made and presented to the WVBE at the May 2012 meeting. The reduction of class size has been removed from the proposed revisions.

Dr. Johnson moved that Policy 2525 be approved. Mrs. Manchin seconded the motion and upon the call for the question the motion was carried unanimously. (Copies appended to Official Minutes, Attachment Q.)

XXXI. Policy 1471, Education in West Virginia's Correctional Institutions: Mission and Goals and Policy 2800, Regulations for the Education of Juveniles Placed in Secure Predispositional Juvenile Centers

Dr. Fran Warsing, Superintendent, WVDE Office of Adult Institutional Education Programs, presented Policy 1471 and Policy 2800 for the Board's consideration. At the February 2012 meeting of the WVBE Policy 1471 and Policy 2800 were placed on comment for 30 days. Since placing the policies on comment, a number of additional revisions have been made to assure individualized programming for all students and to provide guidelines for schools to follow when receiving a student returning to a public school from an institutional facility.

Ms. Phillips moved that Policy 1471 and Policy 2800, as placed on comment in February 2012, be withdrawn and that the revisions found in Attachment R and Attachment S be placed on public comment for 30 days. Mrs. Manchin seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment R and S.) President Linger moved the WVBE's personnel matters to be taken up prior to adjournment.

XXXII. Board Reports

Board Member Reports. Dr. Johnson (distributed information) attended a teacher evaluation meeting and, assisted by Superintendent Marple and Mr. D'Brot, discussed strategic planning concerns. Members were requested to provide feedback to Dr. Johnson regarding the documents distributed during the meeting and members are to be notified of date of the next meeting of the WVBE's Strategic Planning Committee. Ms. Haden attended a State Superintendent's meeting and provided information regarding the School Building Authority. Mr. Petersen addressed the Board regarding the importance of arts education. Mrs. Manchin will participate in NASBE's new member institute next week. Mr. Green attended the most recent meeting of the Wellness Committee and a meeting sponsored by Vision Shared regarding the Governor's education efficiency audit. Ms. Phillips attended a State Superintendent's meeting. Mr. Jackson attended a WVDE assessment and accountability meeting as well as a number of meetings sponsored by Vision Shared regarding the Governor's education efficiency audit. (Copy appended to Official Minutes, Attachment Y.)

WVBE Wellness Committee. Mrs. Manchin (distributed information) provided information regarding the July 10 committee meeting. It was the consensus of the Board that a news release be issued promoting and encouraging parents and students to be proactive in preparing to meet the adolescent immunization requirements as they prepare for the new school year. (Copy appended to Official Minutes, Attachment Z.)

ReConnecting McDowell. Mrs. Manchin provided an update regarding the ReConnecting McDowell initiative.

XXXIII. Board Items for Future Consideration

President Linger requested that items requested during the meeting, if any, be placed on the appropriate agenda and asked that other items be provided to the newly elected President as soon as possible. (Copy appended to Official Minutes, Attachment U.)

XXXIV. Election of Officers 2012-2013

President Linger extended his appreciation to the Board for their support over the past year and called for nominations from the floor.

President

Mr. Green nominated Mr. Linger to the office of President. Mr. Jackson seconded the nomination.

Ms. Haden moved that nominations for the office of President be closed. Dr. Johnson seconded the motion and upon the call for the question the motion was carried unanimously.

Dr. Johnson moved that Mr. Linger be declared President by acclamation. Ms. Haden seconded the motion and it was carried unanimously.

Vice President

Mr. Green nominated Mrs. Manchin to the office of Vice President. Mr. Jackson seconded the nomination.

Dr. Johnson moved that nominations for the office of President be closed. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously.

Dr. Johnson moved that Mrs. Manchin be declared Vice President by acclamation. Ms. Haden seconded the motion and it was carried unanimously.

Secretary

Mr. Green nominated Mr. Dunlevy to the office of Secretary. Dr. Johnson seconded the nomination.

Dr. Johnson moved that nominations for the office of Secretary be closed. Ms. Haden seconded the motion and upon the call for the question the motion was carried unanimously.

Dr. Johnson moved that Mr. Dunlevy be declared Secretary by acclamation. Ms. Haden seconded the motion and it was carried unanimously.

XXXV. WVBE Personnel including Salary of State Superintendent of Schools and Search Process for Executive Director of RESA 1

President Linger, in accordance with W. Va. Code §6-9A-4(b)(2)(A) (personnel exception), called for a motion to enter into executive session to discuss personnel matters.

Ms. Haden moved that the Board enter into executive session. Dr. Johnson seconded the motion and upon the call for the question the motion was carried unanimously. The Board entered into executive session at 1:05 p.m. The Board returned from executive session at 2:34 p.m. at which time President Linger announced that no decisions were made or action taken.

Ms. Haden moved that the Board list the salary of the State Superintendent as $167,000.00. Dr. Johnson seconded the motion upon the call for the question the motion was carried unanimously. President Linger announced that Ms. Haden will chair the RESA 1 Executive Director Search Committee.

President Linger called for a motion to approve the Board's personnel matters found in the attachment. Dr. Johnson moved that the WVBE's personnel matters found in the attachment be approved. Ms. Phillips seconded the motion and upon the call for the question the motion was carried unanimously. (Copy appended to Official Minutes, Attachment T.)

XXXVI. Future Meetings

The next regular meeting of the WVBE will be held August 8, 2012, in Charleston West Virginia. The meeting will continue on August 9, 2012, if the agenda is not completed on August 8, 2012.

XXXVII. Adjournment

President Linger declared the meeting adjourned at 2:37 p.m.

Minutes approved by the Board on August 9, 2012.

[redacted]

L. Wade Linger Jr., President

[redacted]

Robert W. Dunlevy, Secretary

Minutes were recorded by
Virginia M. Harris
Secretary to the Board
WVBEMinutes7/11/12

Request for a Waiver of Policy 5310 for Educators in Schools Selected as Demonstration Sites in the Educator Evaluation Pilot

A waiver of Policy 5310 is requested during the 2012-2013 school year for educators serving the 136 schools selected as demonstration sites for the revised educator evaluation system referenced in House Bill (HB) 4236, introduced at the request of Governor Earl Ray Tomblin and enacted by the West Virginia Legislature at the close of the 2012 legislative session. The 136 schools for which the waiver is requested include the 25 schools that participated in the educator evaluation pilot during the 2011-2012 school year in addition to the demonstration schools selected by superintendents representing each of the 55 counties as well as one school representing institutional education programs and one school representing career and technical education.

These selected demonstration schools are:

Belington Elementary, Barbour County
Philippi Middle, Barbour County
Bunker Hill Elementary, Berkeley County
Martinsburg North Middle, Berkeley County
Mountain Ridge Intermediate, Berkeley County
Sherman High , Boone County
Whitesville Elementary, Boone County
Braxton County Middle, Braxton County
Little Birch Elementary, Braxton County
Brooke High, Brooke County
Hooverson Heights Primary, Brooke County
Barboursville Middle, Cabell County
Martha Elementary, Cabell County
Arnoldsburg Elementary, Calhoun County
Calhoun Middle/High, Calhoun County
Big Otter Elementary, Clay County
Clay Middle, Clay County
Doddridge Elementary, Doddridge County
Doddridge County Middle, Doddridge County
Doddridge County High, Doddridge County
Fayetteville High, Fayette County
New River Elementary, Fayette County
Gilmer County High, Gilmer County
Glenville Elementary, Gilmer County
Petersburg Elementary, Grant County
Union Educational Complex, Grant County
Eastern Greenbrier Middle, Greenbrier County
Rupert Elementary, Greenbrier County
Augusta Elementary, Hampshire County
Hampshire Senior High, Hampshire County
Romney Elementary, Hampshire County
Broadview Elementary, Hancock County
Oak Glen Middle, Hancock County
East Hardy High, Hardy County
Moorefield Intermediate, Hardy County
Moorefield Middle, Hardy County
Bridgeport Middle, Harrison County
Nutter Fort Intermediate, Harrison County
Fairplain Elementary, Jackson County
Ripley High, Jackson County
Blue Ridge Elementary, Jefferson County
Charles Town Middle, Jefferson County
Cedar Grove Middle, Kanawha County
East Bank Middle, Kanawha County
George C. Weimer Elementary, Kanawha County
Herbert Hoover High, Kanawha County
Malden Elementary, Kanawha County
Riverside High l, Kanawha County
Stonewall Jackson Middle, Kanawha County
Watts Elementary, Kanawha County
Roanoke Elementary, Lewis County
Robert L. Bland Middle, Lewis County
Guyan Valley Middle, Lincoln County
Hamlin Pre-K-8, Lincoln County
Harts Pre-K-8, Lincoln County
Ranger Elementary, Lincoln County
West Hamlin Elementary, Lincoln County
Chapmanville East Elementary, Logan County
Chapmanville Middle, Logan County
East Fairmont Junior High, Marion County
East Fairmont High, Marion County
East Park Elementary, Marion County

Cameron High School, Marshall County
Center McMechen Elementary, Marshall County
Point Pleasant Junior/Senior High, Mason County
Roosevelt Elementary, Mason County
Kimball Elementary, McDowell County
Mount View High, McDowell County
River View High, McDowell County
Sandy River Middle, McDowell County
Southside K-8, McDowell County
Welch Elementary, McDowell County
Montcalm Elementary, Mercer County
Princeton Senior High, Mercer County
Frankfort Middle, Mineral County
New Creek Primary, Mineral County
Gilbert Elementary, Mingo County
Mingo Central Comprehensive High, Mingo County
North Elementary, Monongalia County
Suncrest Middle, Monongalia County
James Monroe High, Monroe County
Mountain View Elementary & Middle, Monroe County
Pleasant View Elementary, Morgan County
Warm Springs Middle, Morgan County
Birch River Elementary, Nicholas County
Richwood High, Nicholas County
Summersville Middle, Nicholas County
Bridge Street Middle, Ohio County
Elm Grove Elementary, Ohio County
Steenrod Elementary, Ohio County
Wheeling Middle, Ohio County
North Fork Elementary, Pendleton County
Pendleton County Middle/High, Pendleton County
St. Marys Elementary, Pleasants County
St. Marys High, Pleasants County
Mid Ohio Valley Tech. Institute, Pleasants County
Hillsboro Elementary, Pocahontas County
Marlinton Middle, Pocahontas County
Bruceton School, Preston County
Fellowsville Elementary, Preston County
George Washington Middle, Putnam County
Mountain View Elementary, Putnam County
Bradley Elementary, Raleigh County
Trap Hill Middle, Raleigh County
Homestead Elementary, Randolph County
Tygarts Valley Middle/High, Randolph County
Harrisville Elementary, Ritchie County
Ritchie County High, Ritchie County
Geary K-8, Roane County
Reedy Elementary, Roane County
Spencer Elementary, Roane County
Walton Elementary/Middle, Roane County
Hinton Area Elementary, Summers County
Summers County High, Summers County
Taylor County Middle, Taylor County
West Taylor Elementary, Taylor County
Tucker County High, Tucker County
Tucker Valley Elementary Middle, Tucker County
Arthur I Boreman Elementary, Tyler County
Tyler Consolidated High, Tyler County
Buckhannon-Upshur Middle, Upshur County
Rock Cave Elementary, Upshur County
Kenova Elementary, Wayne County
Vinson Middle, Wayne County
Glade Middle, Webster County
Hacker Valley Elementary, Webster County
New Martinsville, Wetzel County
Paden City High, Wetzel County
Wirt County High, Wirt County
Wirt County Primary Center, Wirt County
Franklin Elementary, Wood County
Hamilton Middle, Wood County
Pressley Ridge at White Oak, Wood County
Worthington Elementary School, Wood County
Glen Fork Elementary & Middle, Wyoming County
Westside High, Wyoming County

The West Virginia Department of Education (WVDE), in consultation with the combined Educator Evaluation Task Force, is instituting a second year of the educator evaluation pilot in 2012-2013. The 136 schools will demonstrate the efficacy of the revised educator evaluation system referenced in House Bill 4236 prior to full statewide implementation in 2013-2014. This demonstration cycle of the

educator evaluation pilot will continue exploration and evaluation of this significant revision of the state's current educator evaluation system. The WVDE will explore outcomes of the pilot that are both formative (i.e., measure the processes required by the evaluation system) and summative (i.e., measure the outcomes of the evaluation system). Data will be used to make adjustments to the evaluation system during the demonstration cycle of the pilot if necessary, make adjustments prior to statewide implementation, and make judgments about the quality of the overall evaluation system. All professional educators in the demonstration schools will be expected to embrace the opportunities provided through the pilot including: be "early adopters" of the proposed system, engage in professional development that supports the implementation of the revised system, engage in the work of a collaborative team to define appropriate student learning goals, and provide feedback to researchers on revised educator evaluation processes and effectiveness.

The proposed educator evaluation system differs from the current system in the following ways:

- Is based on the revised WV Professional Teacher, Leader, Counselor Standards;
- Professionalizes the process of evaluation by requiring the educator to take an active role in the evaluation process;
- Provides specific feedback to professional educators about performance through the use of performance level rubrics;
- Encourages and acknowledges continuous professional growth across the professional continuum through annual evaluation;
- Includes multiple measures of student learning across all learning contexts.

The goals of the educator evaluation pilot are to ensure:

- The proposed educator evaluation system aligns with the professional educator standards adopted by the West Virginia Board of Education;
- Educators in the pilot schools have a thorough understanding of the evaluation system and the application to their professional practice;
- The proposed evaluation system enhances educator efficacy and leads to improved student learning outcomes;
- Recommendations, substantiated by data, to further guide policymakers' decisions to revise and improve the educator evaluation system in West Virginia schools.

Waiver of Policy 5310 Performance Evaluation of School Personnel

The Waiver Request is for all sections of Policy 5310. Improvement plans to be developed in the aforementioned demonstration schools for the revised educator evaluation system during the 2012-2013 school year are outlined in the following framework.

Plans to Support Continuous Improvement

Rationale

The educator evaluation system offers educators plans to address areas of concern as part of a comprehensive system of support. A school culture based on trust, support and professional growth is foundational for successful implementation. The plans invite educators to participate actively in improving professional practice while acknowledging that significant support is necessary for optimal results. Both the focused support plan and the corrective action plan recognize that time, resources and collaboration with other educators are essential to success. The work of educators is complex and necessitates differentiated support that is appropriate to the areas of concern and the unique contexts of educators.

Focused Support Plan

The focused support plan is a proactive, preventative measure that supports individual improvement and professional growth. The focused support plan may commence only after a purposeful conversation and when there is documented evidence indicating an area of concern based on one or more of the five performance standards. The following supports may be considered to meet individual needs:

- Professional development
- Coaching/Instructional support
- Mentoring
- Peer observation
- Programs of study
- Other supports and resources

The focused support plan must include the following essential components:

- Identified area of concern with reference to the standard(s) to be addressed
- Expectations for change
- 9 week timeline for implementation
- Resources for support, including referral to other educators

The focused support plan may address an area of concern involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a focused support plan.

At the conclusion of the nine-week focused support plan, if evidence demonstrates that the standard has been met, then the plan is successfully completed. If evidence demonstrates that adequate progress has been made, the focused support plan will continue for a second nine-week period. In the event of inadequate progress on the standard related to the area of concern, an evaluation will be completed and a corrective action plan will be initiated. In the event of inadequate progress at the conclusion of a second nine-week focused support plan an evaluation will be completed and a corrective action plan will be initiated. Evidence may include a formal observation if appropriate to the area of concern.

Educators remain on their current progression while implementing a focused support plan.

Corrective Action Plan

The corrective action plan is typically initiated when a focused support plan results in inadequate progress and when an evaluation is completed that shows unsatisfactory performance based on one or more of the five performance standards. However, certain instances of misconduct as specified in W.Va. Code §18A-2-8 may require immediate action and/or a corrective action plan. The corrective action plan may address unsatisfactory performance involving student learning goals when in conjunction with one or more of the five performance standards. School-wide student growth performance levels cannot be considered in a corrective action plan. The corrective action plan spans 18 weeks and may commence at any time during the school year.

The corrective action plan is determinative and may not be repeated. Evidence of adequate progress must be demonstrated by the conclusion of the 18-week corrective action plan. If evidence does not demonstrate that adequate progress has been made at the conclusion of the 18-week period, termination for unsatisfactory performance shall ensue. The area of unsatisfactory performance guides the choice of evidence within a corrective action plan that may include observation if appropriate.

Educators remain on their current progression while implementing a corrective action plan.

Evaluators must identify other educators, either within the school or county, to be used as resources during a corrective action plan.

The corrective action plan must include the following essential components:

- Identified area of unsatisfactory performance with reference to the standard(s) to be addressed
- Expectations for change
- Timeline for implementation
- Resources for support, including referral to other educators

Performance in a Single Element

Unsatisfactory performance related to a single element is addressed through quality, sustained, job-embedded professional development and support. Two consecutive unsatisfactory performance-level summative ratings related to the same element are addressed through evaluation based on the rubrics associated with Standard 4 - Professional Responsibilities for Self-Renewal that stipulate professional self-renewal as a requirement. Unsatisfactory performance related to a single element cannot initiate a corrective action plan.

Stakeholder Group Educator Evaluation Task Force Members

Katrina Andrews
Stephanie Armentrout
Nikki Bailey
Dixie Billheimer
Michele Blatt
Linda Bragg
Sam Brunett
Keith Burdette
Christine Campbell
Deborah Chapman
John Cole
Frank Collier
Suzette Cook
Amelia Courts
Cindy Daniel
Juan D'Brot
Martha Dean
Heather Deskins
Richard Dulee
Lee Ebersole
Fred Farris
Debbie Ferri
Ann Gaudino
Sherri Goodman
Adam Green
Hank Hager
Robert Hagerman
Judy Hale
Jackie Hersch
Rick Hicks
Lynn Hurt
Rosemary Jenkins
Michael Kelley
Dale Lee
Cathy Marino
Anita Maxwell
Emily Meadows
Christy Miller
David Mohr
Kenneth Moles
Lisa Moser
Terry Nelson
Emily Papadopoulos
Cynthia Phillips
Eileen Poling
Georgia Porter
Wendy Redd
Michelle Samples
Terry Sauvageot
Brad Simmons
Jan Stanley
Jennifer Strawderman
Erin Sullivan
Libby Surface
Carla Warren
Barbara Whitecotton
Leatha Williams

Appendix 4:

Acronym List

Acronym	Definition
AIM	Accessible Instructional Materials
AASAC	Accountability and Accreditation Stakeholders Advisory Committee
ASSIST	Achieving Success through School Improvement Site Teams
AYP	Adequate Yearly Progress
AP®	Advanced Placement
APIP	Advanced Placement Incentive Program
APSI	Advanced Placement Summer Institute
AA-AAS	Alternate Assessment based on Alternate Academic Achievement Standards
AA-MAAS	Alternate Assessment based on Modified Academic Achievement Standards
APTA	Alternate Performance Task Assessment
ARRA	American Recovery and Reinvestment Act
ASCA	American School Counselor Association
AMO	Annual Measurable Objective
ARCC	Appalachia Regional Comprehensive Center
AACC	Assessment and Accountability Comprehensive Center
BSSP	Bookmark Standard Setting Procedure
CTE	Career and Technical Education
CELL	Center for Early Literacy Learning
COP	Committee of Practitioners
CCEE	Common Core Essential Elements
CCSS	Common Core State Standards
CSO	Content Standards and Objectives
CCSSO	Council of Chief State School Officers
DIBELS	Dynamic Indicators of Basic Early Literacy Skills
DLM	Dynamic Learning Maps
ELS	Early Learning Scale
EDGE	Earn a Degree--Graduate Early
ESEA	Elementary and Secondary Education Act
English 12 CR	English 12 - College Readiness
ELD	English Language Development
ELL	English Language Learner
ELP	English Language Proficiency
ELPA21	English Language Proficiency Assessment for the 21st Century
ELA	English/Language Arts
FAQ	Frequently Asked Questions
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
HB	House Bill
ICCS SCASS	Implementing the Common Core Standards State Collaborative on Assessment and Student Standards
IEP	Individualized Education Program

ISTP	Individualized Student Transition Plan
IDEA	Individuals with Disabilities Education Act
IHE	Institution of Higher Education
IPI	Instructional Practices Inventory
IRC	Instructional Resource Center
K	Kindergarten
LINKS	Learning Individualized Needs, Knowledge and Skills
LEP	Limited English Proficiency
LEA	Local Education Agency
LSIC	Local School Improvement Councils
MOU	Memorandum of Understanding
MACC	Mid-Atlantic Comprehensive Center
NAEP	National Assessment of Educational Progress
NASDE	National Association of State Directors of Special Education
NCRTI	National Center on Response to Intervention
NCIPP	National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities
NDPC-SD	National Dropout Prevention Center for Students with Disabilities
NIMAC	National Instructional Materials Access Center
NIMAS	National Instructional Materials Access Standards
NxGen CSOs	Next Generation Content Standards and Objectives
NCLB	No Child Left Behind Act
OEPA	Office of Educational Performance Audits
OWA	Online Writing Assessment
PERC	Parent Educator Resource Center
PK	Pre-Kindergarten
PD/TA	Professional Development and Technical Assistance
PISA	Programme for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
PBL	Project-Based Learning
R/LA	Reading/Language Arts
RESA	Regional Education Service Agency
RTI	Response to Intervention
RLIS	Rural and Low Income Schools
SIC	School Improvement Coordinator
SIG	School Improvement Grant
STEM	Science, Technology, Engineering, and Mathematics
SIOP	Sheltered Instruction Observation Protocol
SSSC	Small-Scale Standard Setting Committee
SBAC	Smarter Balanced Assessment Consortium
SES	Socioeconomic Students

SLD	Specific Learning Disabilities
SCASS	State Collaborative on Assessment and Student Standards
SCELA	State Collaborative on English Language Acquisition
SCEE	State Consortium on Educator Effectiveness
SEA	State Education Agency
SFSF	State Fiscal Stabilization Fund
SSOS	Statewide System of Support
SGP	Student Growth Percentile
RG	Students who Exhibited Reading Gains
RL	Students who Exhibited Reading Loss
SWD	Students With Disabilities
SES	Supplemental Education Services
SPL	Support for Personalized Learning
T1 Project	Teacher and Technology for Students with Significant Disabilities
TIP	Teacher Induction Program
TLI	Teacher Leadership Institutes
TA	Technical Assistance
TACSEI	Technical Assistance Center on Social Emotional Intervention for Young Children
TIMSS	Trends in International Mathematics and Science Study
USIP	Unified School Improvement Plan
US ED	United States Department of Education
UDL	Universal Design for Learning
OSEP	US Department of Education Office of Special Education Programs
WVAI	West Virginia Accountability Index
WVAP2014	West Virginia Advanced Placement Plan
WVACCoP	West Virginia Autism Collaborative Community of Practice
WVBE	West Virginia Board of Education
WVDE	West Virginia Department of Education
WVEIS	West Virginia Education Information System
WOW	West Virginia Education Information System on the Web
WESTEST	West Virginia Educational Standards Test
WESTEST 2	West Virginia Educational Standards Test 2

Attachment 15:

ESEA Flexibility Renewal
Attachments

Attachment 15:

Accountability Task Force Membership

West Virginia Department of Education

ESEA Flexibility Renewal Request

Supplemental Documentation

May 21, 2015

West Virginia Department of Education
Accountability Task Force Membership

Teachers:

April Adams, Teacher
Kellogg Elementary School

Gail Adams, WV Teacher of the Year 2014
Wheeling Park High School

Christine Campbell, President
WVAFT

Dale Lee, President
WVEA

Misty Skarzinski, Teacher
East Fairmont Junior High

Danielle Sutphin, Teacher
Sherman High School

Thomas Wood, Teacher
Valley High Schools

School Administrators:

Kim Adkins, Director of Special Education
Wayne County Schools

Frank Devono, Superintendent
Monongalia County Schools

Harold "Chuck" Hatfield, Superintendent
Putnam County Schools

Rebecca Hawk, Assistant Principal
Liberty High School

Blaine Hess, Superintendent
Jackson County Schools

Kathy Hypes, Executive Director
Regional Education Service Agency 7

Mike Kelley, Principal
Herbert Hoover High School

Doug Lambert, Superintendent
Pendleton County Schools

Robin Lewis, Executive Director
Regional Education Service Agency 1

Vickie Luchuck, Principal
Lumberport Elementary School

Stacey Lusk, Principal
Baileysville Elementary School

Frank Mann, Assistant Superintendent
Wyoming County Schools

Kenneth Pack, Director of Adult & Community Education
Berkeley County Schools

Betty Anne Powell, Assistant Director of Federal Programs/Title III Manager
Berkeley County Schools

Jeremy Pyle, Principal
Webster Springs Elementary School

Susan Smith, Superintendent
Hancock County Schools

Serena Starcher, Superintendent
Fayette County Schools

Steve Wotring, Superintendent
Preston County Schools

Nick Zervos, Executive Director
Regional Education Service Agency 6

Higher Education:

Elizabeth Campbell, Assistant Professor of Education/ESL
Marshall University

Helen Hazi, Professor of Educational Leadership Studies
West Virginia University

Associations/Organizations:

Amelia Courts, President/CEO
Education Alliance

Howard O'Cull, Executive Director
West Virginia Schools Boards Association

Eugenie Taylor, Special Issues Coordinator
WV Chamber of Commerce

Parents:

Justin Raber, President
WV-PTA

Amy Weintraub, Parent
Riverside High School

State Education Agency:

Michele Blatt, Chief Officer for Accountability & School Effectiveness
WV Department of Education

Liza Cordeiro, Executive Director of Communications
WV Department of Education

Robert Crawford, Assistant Director for Federal Program/ESEA
WV Department of Education

Kathy D'Antoni, Chief Officer for Career & Technical Education
WV Department of Education

Charles Heinlein, Deputy Superintendent
WV Department of Education

Pat Homberg, Executive Director for Special Education
WV Department of Education

Michael Martirano, State Superintendent of Schools
WV Department of Education

Christine Miller, School Improvement Coordinator
WV Department of Education

Melanie Purkey, Executive Director for Federal Programs
WV Department of Education

Robert Surface, Accountability Specialist
WV Department of Education

Policy Makers:

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WV Board of Education

Hank Hager, Counsel to Committee on Education
WV Senate

Mike Green, Vice President
WV Board of Education

Lloyd Jackson, Member
WV Board of Education

Gayle Manchin, President
WV Board of Education

David Mohr, Policy Analyst for Committee on Education
WV House of Delegates

Susan O'Brien, Director
Office of Education Performance Audits

Donna Peduto, Director of Operations
WV Board of Education

West Virginia Department of Education
College and Career Readiness Stakeholder Group

Students:

Sarah Clifford, Student
Capital High School

Trevor Stacy, Student
Spring Valley High School

Teachers:

Thomas Bane, Teacher
Mingo Central High School

Daniel Betty, Teacher
Morgantown High School

Christine Campbell, President
WVAFT

Katie Endicott, Teacher
Mingo Central High School

Laurel Ferguson, Teacher
Spring Valley High School

Dale Lee, President
WVEA

Debbie McNeil, Teacher
River View High School

School Adminstrators:

Manny Arvon, Superintendent
Berkeley County Schools

George Aulenbacher, Principal
George Washington High School

Donald Bechtel, Superintendent
Pocahontas County Schools

Nasia Butcher, Principal
Gilmer County High School

Robin Daquilante, Superintendent
Tyler County Schools

Sandy Devault, Assistant Superintendent
Monongalia County Schools

Blaine Hess, Superintendent
Jackson County Schools

William Hosaflook, Principal
Ripley High School

Associations/Organizations:

Dixie Billheimer, CEO
Center for Professional Development

Corley Dennison, Vice Chancellor for Academic Affairs
WV Higher Education Policy Commission

Joel Gulko, Senior Director
College Board

Karen Lincille, Director
Center for Professional Development

Patricia Renne, Executive Director
College Board

Mark Stotler, Director of Academic Programs
WV Higher Education Policy Commission

Greg Walkewr, Vice President
College Board

State Education Agency:

Clayton Burch, Associate Superintendent for C&I
WV Department of Education

Clinton Burch, Coordinator CTE
WV Department of Education

Liza Cordeiro, Executive Director of Communications
WV Department of Education

Dewayne Duncan, Executive Director for Secondary C&I
WV Department of Education

Betty Jordan, Executive Assistant to the State Superintendent
WV Department of Education

Michael Martirano, State Superintendent of Schools
WV Department of Education

Joey Wiseman, Assistant Director for Secondary C&I
WV Department of Education

Policy Makers:

Hank Hager, Counsel to Committee on Education
WV Senate

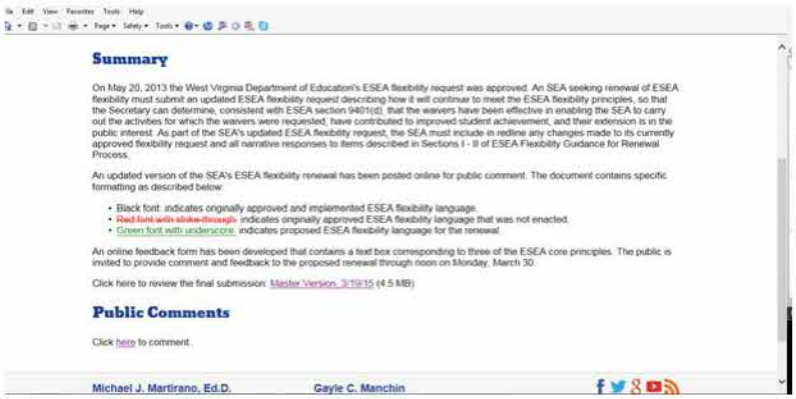
Lloyd Jackson, Member
WV Board of Education

David Mohr, Policy Analyst for Committee on Education
WV House of Delegates

Attachment 15:

Public Posting of ESEA Flexibility Renewal

ESEA Flexibility Request Renewal Public Posting



Summary

On May 20, 2013 the West Virginia Department of Education's ESEA flexibility request was approved. An SEA seeking renewal of ESEA flexibility must submit an updated ESEA flexibility request describing how it will continue to meet the ESEA flexibility principles, so that the Secretary can determine, consistent with ESEA section 9401(d), that the waivers have been effective in enabling the SEA to carry out the activities for which the waivers were requested, have contributed to improved student achievement, and their extension is in the public interest. As part of the SEA's updated ESEA flexibility request, the SEA must include in redline any changes made to its currently approved flexibility request and all narrative responses to items described in Sections I - II of ESEA Flexibility Guidance for Renewal Process.

An updated version of the SEA's ESEA flexibility renewal has been posted online for public comment. The document contains specific formatting as described below:

- Black font: indicates originally approved and implemented ESEA flexibility language.
- ~~Red font with strike-through~~: indicates originally approved ESEA flexibility language that was not enacted.
- Green font with underscore: indicates proposed ESEA flexibility language for the renewal.

An online feedback form has been developed that contains a text box corresponding to three of the ESEA core principles. The public is invited to provide comment and feedback to the proposed renewal through noon on Monday, March 30.

Click here to review the final submission: Master Version_3/19/15 (4.5 MB)

Public Comments

Click here to comment.

Michael J. Martirano, Ed.D. Gayle C. Manchin

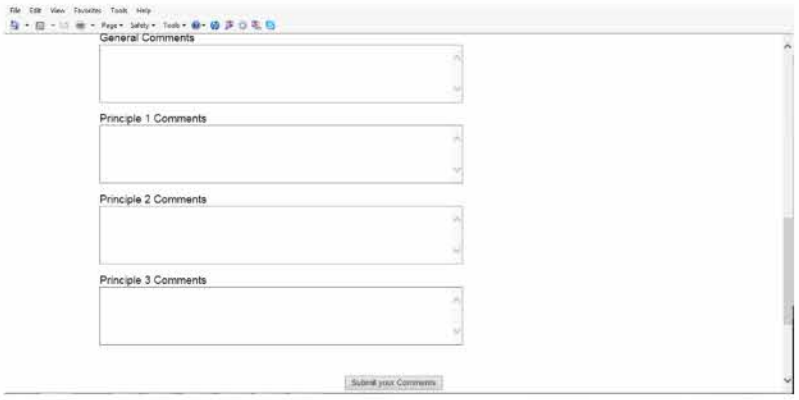
ONLINE COMMENT FORM
ESEA Renewal

AntiSpam Measure
8 + 7 =
This is to prevent spammers from using computer software to submit spam on this form. If you don't answer this correctly we'll assume you are spamming and your comments will not be accepted.

Name:
Organization:
Title:
City:
State:

Select the Box that best describes your role:

- Superintendent
- School System Staff
- Parent/Family
- Principal
- Teacher
- Business/Industry
- Professional Support Staff
- Service Personnel
- Community Member
- Higher Education Faculty
- County Board Member



General Comments

Principle 1 Comments

Principle 2 Comments

Principle 3 Comments

Submit your Comments

Attachment 15:

Smarter Balanced Consortium
Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING AND AGREEMENT

This Memorandum of Understanding and Agreement (this "**MOU**") is entered into by and between the entity (or authorized agency or division thereof) identified as "Member" by the parties' signatures below ("**Member**"), and The Regents of the University of California ("**UC**"), a public entity with full powers of self governance under Article IX, Section 9 of the California Constitution, as represented by the University of California at Los Angeles and its National Center for Research on Evaluation, Standards and Student Testing ("**CRESST**"), which is located in UCLA's Graduate School of Education and Information Studies (collectively, "**UCLA/CRESST**"), as of the latest date set out by the parties' signatures below (the "**Execution Date**"), with reference to the following:

A. The Smarter Balanced Assessment Consortium (the "**Consortium**") is currently a state-led enterprise intended to provide world-class leadership and resources to improve teaching and learning by creating and maintaining a balanced suite of formative, interim and summative assessment tools aligned to the Common Core State Standards in mathematics and English Language Arts/Literacy. The Consortium is not an independent legal entity and thus, the State of Washington currently acts as the Consortium's fiscal agent (the "**Fiscal Agent**") and oversees all fiscal, administrative and operational responsibilities on behalf of the Consortium.

B. UCLA/CRESST has as its mission the promotion of research, development, applications and training designed to raise the learning of students and the abilities of teachers, and to improve educational institutions through the creation of knowledge, models and tools.

C. The Consortium's projects are currently funded primarily through a grant from the U.S. Department of Education, but this grant will end in 2014, and the intent of this MOU is to enable the work of the Consortium to continue at UCLA/CRESST, with UC assuming those current or anticipated liabilities of the Consortium or the State of Washington in its capacity as the Fiscal Agent as may be expressly set forth in one or more written agreements between UC and the Fiscal Agent.

D. As the Fiscal Agent, the State of Washington has entered into contracts and undertaken obligations on behalf of the Consortium and its members, and Member understands and expects that the work of the Consortium will be transitioned to UCLA in a manner that allows UC to succeed to the fiscal, administrative and operational responsibilities currently carried out by the Fiscal Agent.

E. Schedule 1 attached hereto contains a list of current contracts to which the Fiscal Agent is a party on behalf of the Consortium that will be assigned to UC (the "**Consortium Contracts**"), together with a list of those other Consortium assets currently owned by or otherwise in the possession of the Fiscal Agent that will be assigned to UC (the "**Consortium Assets**"), and pursuant to a separate written agreement the Fiscal Agent will assign or otherwise transfer to UC the Consortium Assets and the Consortium Contracts.

F. Beginning with UC's 2014-2015 fiscal year (which begins on July 1, 2014), Smarter Balanced ("**SB**") will exist under and operate as a part of The UCLA Graduate School of Education and Information Studies, subject to the direction of the Governing Board, to be funded by members paying annual fees to UC, in order to allow the Consortium's work to continue for those members that execute this MOU.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Member and UC agree as follows:

1. Definitions.

1.1. "**Annual Fees**" means those amounts that Member pays for its participation in SB pursuant to this MOU, including any late fees charged pursuant to Section 5.1(d) below. Member's initial Annual Fees, which are calculated on a projected per-student basis (as described in Section 5.6(c) below) are set forth on Exhibit A, and Exhibit C attached

hereto provides the calculations on which the Annual Fees will be based during the Term of this MOU. Exhibit C may be updated from time to time during the Term at the direction of the Governing Board to reflect any changes to the way the Annual Fees are calculated, and Exhibit A will be updated at least yearly at the direction of the Governing Board to reflect the Annual Fees for each subsequent fiscal year during the Term.

1.2. "**Annual Operating Expenses**" means the annual operating expenses for SB, as measured on a fiscal year basis, as approved by the Governing Board, and as described in more detail in Section 5.2 below. Consistent with UC's goal of operating SB on a "revenue neutral" basis, the Annual Operating Expenses will be determined by reference to the total number of Members entering into memoranda of understanding with UC for participation in SB and the total fees the Members will pay annually.

1.3. "**Assessment System**" means the services, tools, applications, and resources, developed initially by the Consortium, which will be managed by SB from and after the Effective Date, and which includes, but is not necessarily limited to, the SB Materials and the UC Materials.

1.4. "**Confidential Information**" means any nonpublic information of Member that is disclosed to or otherwise shared with SB and UC, and any nonpublic information of SB that is disclosed to or otherwise shared with Member. Confidential Information will be identified at the time of disclosure as "confidential." Confidential Information will further include any information that the Governing Board Procedures designate for confidential treatment.

1.5. "**Consortium Assets**" has the meaning ascribed to it in the recitals, above. For the avoidance of doubt, the Consortium Assets include the SB Marks and will further include any Enhancements to the Consortium Assets, including (without limitation) any such Enhancements developed during the Term of this MOU.

1.6. "**Consortium Governance Structure Document**" means the Smarter Balanced Assessment Consortium Governance Structure Document dated July 1, 2010 (as amended by the Consortium from time to time), which is available on the "Governance" page of the Consortium's website, http://www.smarterbalanced.org/about/governance/, under "Publications and Resources."

1.7. "**Effective Date**" means July 1, 2014.

1.8. "**Enhancements**" means any enhancements, improvements, modifications or alterations to any works of authorship or other materials that embody any intellectual property rights that are conceived or otherwise developed by a party, alone or with others, or by the parties jointly, under or in connection with their performance of this MOU.

1.9. "**Executive Committee**" means the set of representatives elected by the Governing Board, together with at least one ex officio representative of UC. The Executive Committee will have primary responsibility for interfacing with SB on behalf of the Governing Board and the Members.

1.10. "**Governing Board**" means a board that consists of one representative from each Member, and to which Member will be entitled to appoint its Member Representative, who will serve during the Term of this MOU. The Governing Board will meet on a regular basis and will be responsible for providing SB with Member input and direction on operational and financial issues for SB.

1.11. "**Governing Board Procedures**" means the set of rules, policies, and procedures that will govern the operations of the Governing Board and the Executive Committee. The Governing Board Procedures will be created, adopted and amended pursuant to the terms of Section 3.3 below; provided, that until such time as the Governing Board Procedures

have been adopted as set forth herein, the Governing Board will continue to operate in accordance with the Consortium Governance Structure Document. In addition, in the event of any conflict between the Governing Board Procedures and this MOU concerning the allocation of authority between the Governing Board and the Executive Committee, the Governing Board Procedures will take precedence, and any references in this MOU to "Governing Board" or "Executive Committee" will be understood as referring to the body that has been allocated the applicable authority under the then-current Governing Board Procedures. For avoidance of doubt, the foregoing refers only to the allocation of authority between the Governing Board and the Executive Committee, and the Governing Board Procedures and actions of the Governing Board will at all times be subject to the provisions of Sections 3.2 and 3.3 below.

1.12. "**Governing Board Representative**" means an individual designated by the Governing Board who will be the single point of contact between the Governing Board and UC and between the Governing Board and each Member. At or promptly following its first meeting, the Governing Board will designate the Governing Board Representative. The Governing Board Procedures will specify the means by which the Governing Board can change the Governing Board Representative and the notice required to be given to Members and UC upon any such change.

1.13. "**Invoice**" means an invoice sent by UC to Member that includes the information (if any) that Member has identified on Exhibit A as required to be included on invoices submitted to Member.

1.14. "**Member Materials**" means any and all services, tools, applications, resources, documentation, reports, works of authorship, specifications, know-how, trade secrets, ideas, discoveries, improvements, and other works protected by intellectual property rights that are independently developed by Member during the Term of this MOU and that are not Consortium Assets, SB Materials, or UC Materials. The Member Materials will further include any Enhancements to the Member Materials, including (without limitation) any such Enhancements developed during the Term of this MOU, as long as such Enhancements are independently developed by Member.

1.15. "**Member Representative**" is the individual appointed by Member to serve as Member's representative to the Governing Board. Member's initial Member Representative is identified on Exhibit A attached hereto. Member will give UC and the Governing Board at least 15 days prior written notice of any change to its Member Representative.

1.16. "**Members**" means, collectively, every state, commonwealth or United States territory that enters into a memorandum of understanding and agreement with UC for participation in SB, as well as any other entities that the Governing Board determines to provide with voting rights in SB equal to the rights enjoyed by Member under this MOU. By way of example, if upon approval of the Governing Board the Bureau of Indian Education or the Department of Defense should enter into a memorandum of understanding and agreement with UC for participation in SB, then such entity would be included in the definition of Members hereunder. The term "**Other Member**" is used to refer to Members other than Member in the singular.

1.17. "**Monthly Fee Amount**" means one twelfth ($1/12^{th}$) of Member's Annual Fee.

1.18. "**Most Favored Nations Provisions**" means the terms of the following sections of this MOU: Section 2 ("Term and Termination"); Section 5.1 ("Fees"); Section 5.4 ("Confidentiality"); Section 5.5 ("Obligations of UC"); Section 5.6 ("Obligations of Member"); and Section 6.2 ("Representations and Warranties by UC"). The Most Favored Nations Provisions also include Exhibit B and Exhibit C attached hereto.

1.19. "**Non-routine Services**" means any administrative or support services such as legal, contracting, accounting, or purchasing, that are beyond the scope of the Support Services to be provided by UC to SB pursuant to Section 5.5(e).

1.20. "**Planning Documents**" means, with respect to SB, the annual budget (including the Annual Operating Expenses for each fiscal year), staffing plans, project schedules, descriptions of Products and Services to be offered to Members, and such other planning and management documentation as the Governing Board determines for each fiscal year.

1.21. "**Products and Services**" means those products and services that Member obtains from UC pursuant to this MOU, which will include (without limitation): general operational support; assessment and item design; interoperability and certification assistance; applications development and maintenance pursuant to agreed upon milestones and service levels; access to and use of the SB Website; reporting services; and, to the extent included in or otherwise relevant to the foregoing, the Consortium Assets, the SB Materials, and the UC Materials. The specific Products and Services available to Member at the Effective Date are set forth in Exhibit B. The Products and Services are subject to change from time to time as set forth in Section 5.5(a) below. Section 5.5(a) also sets forth the process by which Member will identify Products and Services for purchase under this MOU.

1.22. "**Project Manager**" means, with respect to each party, that individual who is designated as its principal point of contact for day to day operational communications with the other party under this MOU. Member's initial Project Manager will be Member's State Lead, as identified on Exhibit A attached hereto, unless a different person is identified on Exhibit A as the Project Manager. Member will give UC at least 15 days prior written notice of any change to its Project Manager. UC's initial Project Manager will be Noelle Griffin; provided, UC's Project Manager and his or her responsibilities are subject to change from time to time as set forth in Section 5.5(b) below.

1.23. "**Reserve Account**" has the meaning given to it in Section 5.3(a) below.

1.24. "**SB Marks**" means, collectively, the Smarter Balanced name and those Smarter Balanced logos identified on Schedule 1 to this MOU, as well as any derivation thereof that would reasonably be understood to be referring to Smarter Balanced; provided, however, that the Governing Board must approve in advance any proposed combination of any SB Mark with any UC Mark, and any combined mark approved by the Governing Board will remain subject to all applicable terms and restrictions set forth or referenced herein regarding use of UC Marks.

1.25. "**SB Materials**" means any and all services, tools, applications, resources, documentation, reports, works of authorship, specifications, know-how, trade secrets, ideas, discoveries, improvements and other works protected by intellectual property rights that may be developed from time to time by SB, or by other UC resources or third parties acting at the direction of SB or UC, and that are paid for by Annual Fees from Members. The SB Materials are expected to include, without limitation, assessment items and revisions thereto, as well as other materials created for use in the administration of assessments to students. The SB Materials will further include any Enhancements to the SB Materials, including (without limitation) any such Enhancements developed during the Term of this MOU. For avoidance of doubt, the SB Materials specifically exclude any items that constitute existing Consortium Assets, Member Materials or UC Materials. Regardless of who holds title to the SB Materials, all ownership rights and interests in the SB Materials will be directed and controlled by the Governing Board so that such rights and interests inure to the benefit of the Members.

1.26. "**SB Personnel**" means those employees and contractors that UC hires as SB employees or otherwise engages as contractors to provide services to SB (including but not limited to employees with career appointments, temporary employees, and contract employees).

1.27. "**SB Website**" will be the website established, operated and maintained by SB as part of the products and services provided to Members.

1.28. "**Shortfall**" has the meaning given to it in Section 5.3 below.

1.29. "**State Lead**" means Member's principal point of contact under this MOU for high-level communications. Member's initial State Lead is identified on Exhibit A attached hereto. Member will give UC at least 15 days prior written notice of any change to its State Lead.

1.30. "**STIP Rate**" means the most recently available rate of return earned by UC's Short-Term Investment Pool, as calculated and published by the General Accounting Office in UC's Office of the President.

1.31. "**Support Services**" has the meaning given to it in Section 5.5(e) below.

1.32. "**Term**" has the meaning given to it in Section 2.1 below.

1.33. "**UC Marks**" means, collectively, the University of California name (including abbreviations of any University of California name), trade names, logos, seals and other trademarks and identifying names or graphics, as well as any derivation thereof that would reasonably be understood to be referring to the University of California or any campus, center, division or representative thereof. The UC Marks will further include any Enhancements to the UC Marks, including (without limitation) any such Enhancements developed during the Term of this MOU.

1.34. "**UC Materials**" means any and all services, tools, applications, resources, documentation, reports, works of authorship, specifications, know-how, trade secrets, ideas, discoveries, improvements, and other works protected by intellectual property rights that are independently developed by UCLA/CRESST, or by any other UC resources, that were not developed using any Annual Fees. The UC Materials are expected to include, without limitation, analytical tools, statistical models, and intellectual property related to assessment design and analysis. The UC Materials will further include any Enhancements to the UC Materials, including (without limitation) any such Enhancements developed during the Term of this MOU.

1.35. "**Vendor Specification Package**" means the set of requirements, analyses, specifications, and other materials that SB provides to Member for the purpose of facilitating Member's use of one or more vendors for the implementation, operation, and delivery of the Assessment System.

2. Term and Termination.

2.1. Term. This MOU will have an initial term of three years, commencing on the Effective Date. Upon expiration of the initial term, this MOU will automatically renew for successive one-year periods, unless earlier terminated as set forth herein; provided, that after the initial three-year term, Member may provide UC with written notice of non-renewal between July 1 and October 1 of any calendar year, and this MOU will terminate at the end of the then-current term. As used in this MOU, "**Term**" refers to the initial term and any and all renewal terms.

2.2. Termination of MOU.

(a) Termination for Breach. Either party may terminate this MOU if the other party fails to cure a material default of the terms hereof within 30 days after receiving written notice of the default.

(b) Termination for Violation of State Law. Member may terminate this MOU on thirty (30) days' prior written notice in the event that the Governing Board should take any action that violates Member's state laws applicable to Member's performance of this MOU, unless the Governing Board cures the violation within the 30-day period after receiving Member's notice. In order to exercise its termination right under this paragraph, Member's written notice to UC and the Governing Board Representative must include a written opinion of Member's legal counsel that identifies in reasonable detail the applicable state law or laws violated and the specific action or actions of the Governing Board in violation of such law or laws. Notice that does not include an opinion of counsel will not be an effective notice of termination for purposes of this paragraph.

(c) Termination for Convenience. During the Term, either party may terminate this MOU effective as of June 30 of any year (that is, at the end of any fiscal year during the Term) by providing the other party with written notice of its intent to terminate on or before the preceding October 1. By way of illustration, if a Member wished to terminate for convenience effective as of June 30, 2016, Member would need to notify UC no later than October 1, 2015.

(d) Termination for Withdrawal of Authority or Non-Appropriation of Funds. Member may terminate this MOU on reasonable prior written notice if (i) Member's state withdraws, or materially reduces or limits the Member's ability to perform Member's duties under this MOU, or (ii) Member's state fails to appropriate the funds necessary for Member's Annual Fee; provided, that Member must immediately notify UC upon Member's learning of any withdrawal of authority or non-appropriation of funds, and Member will exercise reasonable efforts to provide UC with at least sixty (60) days advance notice of termination under this paragraph (but, for avoidance of doubt, Member is only obligated to provide such advance notice as is reasonably possible in light of the circumstances leading to a withdrawal of authority or non-appropriation of funds). For clarity, this Section 2.2(d) is not intended to provide Member with an expedited alternative to termination under Section 2.2(c) above, and Member acknowledges and agrees that it will exercise its rights under this Section 2.2(d) in good faith and in connection with a bona fide withdrawal of authority or non-appropriation of funds.

2.3. Termination as to All Members.

(a) All Members may vote (in accordance with the then-current Governing Board Procedures) to collectively withdraw from SB and their association with UC effective as of June 30 of any year (that is, at the end of any fiscal year during the Term) by having the Governing Board provide UC with written notice on or before the preceding October 1. By way of illustration, if all Members wished to collectively withdraw from SB effective as of June 30, 2016, the Governing Board would need to notify UC no later than October 1, 2015.

(b) UC may terminate its association with all Members, effective as of June 30 of any year (that is, at the end of any fiscal year during the Term), by providing the Governing Board and all Members with written notice on or before the preceding October 1. By way of illustration, if UC wished to terminate its involvement with all Members effective as of June 30, 2016, UC would need to notify all Members no later than October 1, 2015.

2.4. Effect of Termination.

(a) By Member. After the effective date of any termination of this MOU, Member will no longer be entitled to continue to use any of the Products and Services, except to

the extent permitted by, and subject to Member's compliance with, any terms and conditions determined by the Governing Board in accordance with the Governing Board Procedures.

(b) As to All Members. In the event of any termination of this MOU under Section 2.3 above or any other termination that results in SB having no Members paying fees for access to Products and Services:

(i) The Governing Board Representative will work with the UC Project Manager to address transition and closing issues and to develop a transition plan in order to carry out the other requirements of this Section 2.4(b);

(ii) It is the intention of the parties, but not a legal obligation, to cooperate and endeavor to coordinate the content and timing of any press release, statement or other public announcement regarding the termination (whether by UC, by Member individually or by the Governing Board or any other representative acting on behalf of Member and other Members);

(iii) If not previously designated, the Governing Board will promptly identify a third party or third parties that will be responsible for taking title to and possession of the Consortium Assets and for taking ownership and possession of the SB Materials (as well as any third-party software, tools or applications related to the Consortium Assets or the SB Materials) and for continuing to provide the Consortium Assets and SB Materials for the benefit of any and all Members entitled to continued access and use thereof, and the Consortium Assets, SB Materials and related third-party materials will be delivered to the designated third party or parties in accordance with the transition plan developed under Section 2.4(b)(i) above;

(iv) Only if and to the extent necessary in order to carry out the transition plan, UC agrees to negotiate in good faith with the Governing Board Representative regarding the manner in which SB Materials and any related third-party materials would be transferred under this Section 2.4(b), and regarding responsibility for any actual transfer expenses or other payments required for such transfer (which, for avoidance of doubt, will be limited to any out-of-pocket expenses or other cost reimbursement actually required to effect such transfer);

(v) In connection with the transfer of the Consortium Assets and SB Materials under this Section 2.4(b), UC will execute any assignment, quit claim or other documentation reasonably requested to facilitate the transition requested by the Governing Board, and take any and all such other actions as may be reasonably necessary to give effect to and carry out the transition plan and transfer of Consortium Assets and SB Materials hereunder; and

(vi) Member will have a perpetual, worldwide, nonexclusive, fully-paid and royalty-free right and license to continue to use, at no additional cost and with no further obligations to UC, any UC Materials comprising software that was in use by Member at the time that this MOU was terminated; provided, that use of any and all such software will be limited to the version in use by Member at the time of termination and will be at Member's sole discretion and without any warranty, obligation of support, or liability of any kind on the part of UC.

3. Governing Board and Member Authority

3.1. Role of Governing Board Generally. The Governing Board will provide direction and oversight with respect to Products and Services to be provided by SB to the Members. The Governing Board will be responsible for approving the Planning Documents annually and otherwise as required by this MOU or by the Governing Board Procedures.

The Governing Board will be the principal means by which the Members communicate with SB on matters requiring the input of Members. By entering into this MOU, Member is agreeing to participate in the Governing Board in accordance with the terms hereof, and is further agreeing to be bound by the Governing Board Procedures and by all other decisions and actions of the Governing Board that are intended by the terms of this MOU to bind Member.

3.2. Governing Board Direction. SB and UC will take actions based on the direction of the Governing Board as contemplated herein. In the event that any action directed by the Governing Board would conflict with UC or UCLA policies or procedures, or where UC determines that the action is not operationally feasible or could expose UC or SB to undue or unreasonable risk, UC and the Governing Board Representative will negotiate in good faith to find a resolution acceptable to the parties.

3.3. Governing Board Procedures and Operations. The Governing Board will be responsible for organizing and supervising such committees and subcommittees as the Governing Board shall form from time to time. In addition, the Governing Board will adopt a process and timeline for preparation of the Governing Board Procedures, and may determine to seek input from UC in connection with such preparation; provided, that UC will have no formal input regarding, and no responsibility or other liability for (and UC expressly disclaims any and all such responsibility or liability), the Governing Board Procedures or their implementation. In addition, for avoidance of doubt, UC will not be a party to the Governing Board Procedures and will not be bound in any way by the Governing Board Procedures, and under no circumstances will the Governing Board Procedures effect any modification to this MOU or to the respective obligations of Member and UC to one another hereunder. The Executive Committee will be responsible for interpreting the Governing Board Procedures consistent with the terms of this MOU.

3.4. Executive Committee. The Governing Board will establish an Executive Committee in the manner described by the Governing Board Procedures. The Executive Committee will be authorized to act on behalf of the Governing Board consistent with the constraints described in the Governing Board Procedures and subject to all applicable provisions of this MOU (including, without limitation, those provisions hereunder providing for appointment of and communications through a Governing Board Representative). The Executive Committee may approve changes to the Planning Documents, unless those changes require Governing Board approval under Section 3.5 or under the Governing Board Procedures.

3.5. Decisions Requiring Governing Board Input. Without limiting the general authority of the Governing Board as described above and elsewhere in this MOU, the Executive Committee will determine when a request for approval or other action needs to be presented to the Governing Board; provided, however, that the following decisions and actions will only be made or taken by UC after the Governing Board has been notified and has been given the opportunity to meet and thereafter provide its input to UC (and, for avoidance of doubt, after Member and other Members have been given the opportunity to participate in and provide input at any and all such Governing Board meetings):

(a) Hiring or termination of key SB employees;

(b) Approval of the annual SB budget, to be proposed by SB, approval of other annual Planning Documents, and approval of changes to the Planning Documents as required by the Governing Board Procedures;

(c) Approval of Annual Fees; and

(d) Any modification to the Products and Services proposed to be offered to all Members.

3.6. Member Representative. During the Term of this MOU, Member will be entitled to designate one individual (who may be, but need not be, Member's State Lead or Project Manager) as its Member Representative.

3.7. Relationship of the Parties. UC's employees and agents performing under this MOU are not, and will not be construed to be, employees or agents of Member or of the Governing Board. No employee or agent of UC will hold itself out as or claim to be an officer, employee or agent of Member by reason hereof, nor will UC make any claim for any right, privilege, or benefit which would accrue to such employee or agent under law. Member and its employees and agents performing under this MOU are not, and will not be construed to be, employees or agents of UC. No employee or agent of Member will hold itself out as or claim to be an officer, employee or agent of UC by reason hereof, nor will Member make any claim for any right, privilege, or benefit which would accrue to such officer, employee or agent under law.

4. Intellectual Property Rights

4.1. Ownership of Intellectual Property Rights.

(a) UC Marks and UC Materials. UC owns and will retain all right, title and interest in and to the UC Marks and the UC Materials and any Enhancements thereto that may be created under or in connection with this MOU.

(b) SB Materials and SB Marks. Subject to any contrary agreement between UC and Member, and further subject to the terms of Section 2.4(b)(iv), and except as UC may otherwise agree with respect to all Members, UC will own all worldwide intellectual property rights (including rights under patents, patent applications, trademark laws, trade secret laws, and copyright laws) in the SB Materials. UC will only use the SB Materials and the SB Marks in connection with the operation of, and in furtherance of the objectives of, SB and its Members. UC's ownership of the SB Materials will be undertaken on behalf of and solely for the benefit of the Members, and following delivery of SB Materials in accordance with the terms of Section 2.4(b) above, UC will have no further right, title or interest in, right to possess or right to make use of any SB Materials.

(c) Member Materials. Subject to any contrary agreement between UC and Member, Member will own all worldwide intellectual property rights (including rights under patents, patent applications, trademark laws, trade secret laws, and copyright laws) in the Member Materials, as well as any Enhancements thereto developed by Member independent of the parties' performance of this MOU.

(d) Consortium Assets. UC acknowledges that nothing in this MOU will provide or will be construed to provide UC with ownership rights in or to any Consortium Assets, and to the extent that UC takes title or possession of or is otherwise involved in use or the delivery of any Consortium Assets to Members in connection with UC's operation of SB, such title, possession or delivery will be undertaken on behalf of and solely for the benefit of the Members, and following delivery of Consortium Assets in accordance with the terms of Section 2.4(b) above, UC will have no further right to possess or make use of such Consortium Assets.

4.2. License Grants.

(a) Assessment System. During the Term of this MOU, and contingent upon Member's timely payment of all Annual Fees when due hereunder, UC grants to Member the

nonexclusive, fully-paid, royalty-free right and license to use the Assessment System and any Enhancements thereto that are made generally available to Members, only for supporting educational purposes related to Member's students and Member (and not for commercial exploitation, resale, or use in any manner not reasonably related to the administration of assessments to Member's students), and subject to any reasonable restrictions on reproduction, distribution or use that may apply to the Assessment System or certain of the SB Materials, Consortium Assets or UC Materials included therein. Member will faithfully reproduce, and will not under any circumstances remove, alter, obscure or deface any SB Marks or UC Marks that appear in any Assessment System materials.

(b) SB Marks. Until such time as the Consortium Assets are transferred in accordance with the terms of Section 2.4(b) above, UC will have the right to use the SB Marks in order to identify SB and to designate SB as the source of the Products and Services, and Member will be entitled to make such use of the SB Marks as may be permitted under the Governing Board Procedures.

(c) Member Materials. Member hereby grants and agrees to grant to UC the nonexclusive, fully-paid, royalty-free right and license (with right of sublicense) to use any Member Materials that Member contributes to SB or otherwise makes available to UC; provided, that any such use will only be in support of SB's obligations to Member under this MOU, and SB will not incorporate any Member Materials into the Assessment System, distribute any Member Materials to other Members or to non-member third-parties, or otherwise make use of the Member Materials without Member's prior written consent.

4.3. Action on Claim of Infringement. Should any part of the Assessment System that is generally used by all or substantially all Members become, or in UC's opinion be likely to become, the subject of a claim of infringement, UC will provide written notice to the Governing Board Representative of the circumstances giving rise to such claim or likely claim of infringement. In the event that Member receives notice of a claim of infringement, or is made a party to or is threatened with being made a party to any claim of infringement related to the Assessment System or Member's participation in SB, Member will provide notice of such claim or threat to UC's Project Manager and to the Governing Board Representative. Following receipt of such notice by the Governing Board Representative, except as UC and the Governing Board Representative may otherwise agree in writing, UC will either (at UC's sole election) (a) procure for Members the right to continue to use the affected portion of the Assessment System, or (b) replace, or otherwise modify, the affected portion of the Assessment System to make it noninfringing, or obtain a reasonable substitute product for the affected portion of the Assessment System, provided that any replacement, modification or substitution under this paragraph does not effect a material change in the functionality of the Assessment System. If none of the foregoing options is reasonably available to UC, then UC will so notify Member and the Governing Board Representative in writing, and Member will cease all use of the affected portion of the Assessment System promptly upon receipt of UC's notice.

4.4. Use of UC Marks. Member will not use the UC Marks, in any form or manner, in advertisements, reports, or other information released to the public, and Member will not place any UC Marks on any consumer goods, products, or services for sale or distribution to the public, without UC's prior written approval, to be given or withheld in UC's sole discretion. Member is hereby charged with notice of, and agrees to comply at all times with California Education Code Section 92000 et seq.

5. Obligations of the Parties

5.1. Fees.

(a) Annual Fees; Student Testing Projections. Member's Annual Fees are calculated (using Member's projections regarding the anticipated number of students to be tested, which Member will make in good faith and in reliance on all resources available to Member) on a fiscal year basis, and the fiscal year for SB begins on each July 1. Annual Fees under this MOU are generally payable in arrears, on a monthly basis, except that Member is obligated to make a payment at the start of each fiscal year, in order to fund certain expenses that SB will incur at the beginning of each fiscal year. Accordingly, for as long as this MOU remains in effect and Member remains a participant in SB as one of its Members, Member will be obligated to make an initial payment (with respect to each fiscal year during the Term hereof, the "**Initial Payment**") equal to two times the Monthly Fee Amount for the applicable fiscal year, to be invoiced and paid as set forth in Section 5.1(c) below) with the remaining portion of Member's Annual Fees invoiced and paid monthly as described in more detail below. Member will provide UC with the anticipated number of students to be tested for an upcoming fiscal year at least one hundred twenty (120) days prior to the start of the fiscal year immediately preceding the fiscal year in which testing is to occur, and UC will calculate and provide Member with notice of Member's Annual Fees within thirty (30) days after receipt of Member's anticipated number of students to be tested.

(b) Fee Adjustments. Because Member's Annual Fees are calculated based on projected student testing numbers, adjustments to Member's Annual Fees may be required once the actual number of tested students is known. The necessity for any such adjustments (referred to herein as "**Fee Adjustments**") will be determined, and where necessary Fee Adjustments will be made, as follows:

(i) SB will endeavor to determine Member's actual number of tested students for a fiscal year by June 15 of that fiscal year, and will in any event determine such numbers as soon as reasonably possible after all records necessary for such determination have been received by SB, and will thereafter notify Member of actual student testing numbers for that fiscal year, together with a calculation of Member's Annual Fee for that fiscal year based on the actual student testing numbers (the "**Final Fee Amount**");

(ii) Where the Final Fee is more than $15,000 higher than the Annual Fees paid by Member for that fiscal year (an "**Underpayment**"), then Member will pay the amount of the Underpayment within 30 days after receiving an Invoice therefor, which Invoice will be provided together with SB's Final Fee Amount notice under Section 5.1(b)(i) above; and

(iii) Where the Final Fee is more than $15,000 lower than the Annual Fees paid by Member for that fiscal year (an "**Overpayment**"), then Member will receive a credit for the amount of the Overpayment, to be applied against (and reflected on the Invoice for) Member's first payment of Annual Fees for the next fiscal year; provided, if this MOU terminates at the end of the fiscal year in which there was an Overpayment, Member will instead receive a refund in the amount of the Overpayment, which refund will be provided to Member within sixty (60) days after Member receives SB's Final Fee Amount notice.

(iv) In the event that SB determines that any Fee Adjustment required pursuant to this Section 5.1(b) (or the operation of this Section 5.1(b) in general) poses a financial risk to SB or is otherwise not operationally feasible, SB will either request a

review of this Section 5.1(b) by the Governing Board, or SB will negotiate in good faith with Member (and any other affected Members) in order to find a resolution acceptable to the affected parties.

(c) Payment Terms. Subject to the final sentence of Section 5.1(d) below, and subject to Member's receipt of a timely Invoice therefor, Member must make timely payment of the applicable Initial Payment prior to the start of each fiscal year (i.e., on or before July 1). The remaining portion of Member's Annual Fees will be paid in 10 equal monthly installments, each equal to the Monthly Fee Amount, with the first installment due not later than August 1 of the applicable fiscal year, and each subsequent installment due on the first day of the next nine calendar months (and with no Monthly Fee Amount due on June 1, all Annual Fees having been due prior to that time); provided, that if the Execution Date for this MOU occurs after July 31, then Member's Monthly Fee Amount payments will be due as set forth on Exhibit A. UC will provide Member with an Invoice at least thirty (30) days prior to the due date for each Initial Payment and Monthly Fee Amount.

(d) Late Fees. Each Initial Payment and Monthly Fee Amount will be due on the first day of the month, as specified above in Section 5.1(c), but payments will not be considered late for purposes of this Section 5.1(d) until the tenth day of the month in which the applicable payment is due. An Initial Payment or Monthly Fee Amount that is not paid by the tenth day of the month in which is due will accrue monthly interest at the STIP Rate until paid; provided, however, that before any late fee is assessed, UC will first obtain the approval of the Executive Committee, pursuant to a process established by the Governing Board and included in the Governing Board Procedures. These late fees will be without prejudice to UC's right to suspend Member's membership and access under Section 5.1(e) below for Member's failure to timely make payments when due. The foregoing notwithstanding, for the 2014-2015 fiscal year, Member's Initial Payment will not be deemed late and will not be subject to a late fee as long as that Initial Payment is received by UC within thirty (30) days after Member's receipt of an Invoice therefor, which will be provided on or after the Execution Date.

(e) Suspension of Membership. Any failure of Member to timely pay an Invoice when due may result in late fees being charged (as set forth in Section 5.1(d)) and may result in suspension of Member's membership and access to the Assessment System until UC receives Member's payment of all amounts due; provided, however, that before suspending Member's membership and access to the Assessment System, UC will obtain the approval of the Executive Committee, pursuant to procedures established by the Governing Board. During the period of any suspension, Member will not be entitled to enjoy any of the privileges of membership in SB, nor will Member be entitled to receive any of the Products and Services. Member may prepay all or a portion of its Annual Fees at any time, and Member's unpaid Monthly Fee Amounts will be reduced pro rata by the amount of any such prepayment.

5.2. Governing Board Review of Operating Expenses. On a year-to-year basis beginning after the end of the 2014-2015 fiscal year, UC will consult with the Governing Board about and obtain the Governing Board's approval of the Annual Operating Expenses, with the goal of operating SB on a "revenue-neutral" basis; provided, that Annual Operating Expenses will initially consist of the following:

(a) Personnel Costs and Related Operating Expenses. Actual costs of SB Personnel salaries, fringe benefits, and related expenses such as technology infrastructure fees, and actual cost of Support Services.

(b) Standard Costs. Calculated based on SB expenditures, and consisting of an annual administrative fee (which is currently 1.5%) to UCLA's Graduate School of Education, and an annual administrative fee (which is currently 1.23%) to UC's Office of the President.

(c) Support Services. Currently estimated at approximately $1 million per year.

(d) CRESST Expenses. Currently anticipated to be $3.5 million per year for psychometric and validity analysis services.

(e) Pass-Through Costs. Actual costs of goods or services that UC procures for SB through the purchasing support provided under Section 5.5(e) below.

(f) Capital Expenditures. Actual costs of capital improvements and other projects undertaken by SB based upon recommendations and other input from UC and the Governing Board regarding the needs of SB and the Members, such as systems upgrades, software revisions and other improvements to SB's systems and resources.

(g) Non-routine Services. Actual costs of any Non-routine Services that UC determines are needed to provide the Products and Services.

5.3. Reserve Account; Recoupment of Shortfall.

(a) Reserve Account. Consistent with UC policies and procedures, UC will establish and maintain a means of holding any Annual Fees that are not expended on Annual Operating Expenses (a "**Reserve Account**"), such that funds in the Reserve Account are available for SB use in subsequent years, subject to the provisions of Section 5.3(b). To the extent permitted by UC policies and procedures, amounts held in the Reserve Account will accrue monthly interest at the STIP Rate.

(b) Recoupment of Shortfall In the event that, for any fiscal year, the total revenue that UC receives for SB is less than the Annual Operating Expenses, then UC may advance the amount of such shortfall (to the extent not covered by the Reserve Account, the "**Shortfall**") to SB. The Shortfall will accrue interest monthly at the STIP Rate until recouped. Interest will begin to accrue on the last day of the calendar month in which the Shortfall occurs, and UC will be entitled to recoup the Shortfall plus accrued interest either from any positive Reserve Account balance, or directly from SB revenue in any subsequent fiscal year(s) in which such revenue exceeds the Annual Operating Expenses.

5.4. Confidentiality.

(a) Protection of Confidential Information of Member. To the extent that UC receives or is provided with access under this MOU to any Confidential Information of Member: UC will not disclose such information to any unauthorized third party without Member's consent; UC will make no use of such Confidential Information except to the extent required for UC to perform this MOU and to comply with any applicable Governing Board Procedures; and (subject to any requirements or limitations that may be imposed by applicable laws) UC will only make such Confidential Information available to its employees, subcontractors and agents that have a need to know such Confidential Information and that are bound by obligations of confidentiality at least as restrictive as those set forth in this Section 5.4(a).

(b) Protection of Confidential Information of SB. To the extent that Member receives or is provided with access to any Confidential Information of SB: Member will not disclose such information to any unauthorized third party without the Governing Board's consent; Member will make no use of such Confidential Information except to the extent required for Member to perform this MOU, to participate in SB, or to

matters for which the Project Manager is responsible by posting such information on the SB Website.

(c) Fiscal Responsibility. UC will be responsible for collecting fees from Members, for expending those fees on the Annual Operating Expenses and, if applicable, allocating any excess amounts to the Reserve Account, for supporting SB in identifying vendors and subcontractors (including, where necessary, via a competitive bidding or other selection process) and in negotiating and entering into contractual relationships with selected vendors and subcontractors, for providing SB with accounting, auditing and financial reporting support, for assisting SB with routine legal advice regarding UCLA, California and Federal regulations, polices, and laws related to SB and its finances, and for supporting the administrative, human resources, and operational needs of SB as required by the laws of the State of California and the policies and procedures of UC.

(d) SB Staffing. UC will seek input and evaluate recommendations from the Executive Committee regarding the recruitment and hiring of key employees, and will make offers of employment or otherwise engage such individuals on such terms as UC determines to be appropriate in light of all relevant circumstances, and in a manner consistent with applicable Governing Board Procedures and with how UC hires employees in comparable UC divisions or units.

(e) Support Services. UC will support the SB Personnel by providing the following day-to-day administrative and other support services (the "**Support Services**"), in a manner consistent with how such support is provided to comparable UC divisions or units (in terms of budget, number of personnel, and other considerations deemed relevant by UC); provided, however, that administrative or other support services outside the scope of the following will be made available as Non-routine Services:

(i) Administrative services, including IT and information practices, and financial and legal support;

(ii) Payroll;

(iii) Office space appropriate for SB's operations and research;

(iv) Accounts payable services;

(v) Travel accounting services;

(vi) Purchasing support, as needed, for purchasing goods and services;

(vii) Human resources support;

(viii) Advice and consultation regarding logistical, measurement and development issues; and

(ix) Basic compliance support, including standard monitoring of compliance with legislative policies and monitoring of legislative and legal developments.

(f) Financial Information. Within a reasonable time after the end of each calendar quarter during the Term, UC will provide Member with a quarterly financial report that is consistent with the form and content of financial reports that the Consortium provided to its members. For clarity, Members will receive the same quarterly report; reports will not be customized or otherwise targeted in any way to Member or to any Other Member.

5.6. Obligations of Member. As a participant in SB, Member will have the following obligations to UC and to the other Members, in addition to the parties' obligations set

administer assessments consistent with the Assessment System and any applicable Governing Board Procedures; and Member will only make such Confidential Information available to its employees and contractors that have a need to know such Confidential Information and that are bound by obligations of confidentiality at least as restrictive as those set forth in this Section 5.4(b).

(c) Exceptions. The obligations of a party that receives Confidential Information (a "receiving party") from the other party (the "disclosing party") under this MOU will not apply to any information that the receiving party can demonstrate (i) was developed by the receiving party independently of the disclosing party and of this MOU and without reference to Confidential Information of the disclosing party, (ii) was rightfully obtained without restriction by the receiving party from a third party not having any obligation of confidentiality, (iii) was or became publicly available other than through the fault or negligence of the receiving party, or (iv) was released without restriction by the disclosing party. In addition, a receiving party's obligations under this Section 5.4 are expressly limited by applicable public records laws, such as (by way of example only) the California Public Records Act.

(d) Personally Identifiable Information. The protections and other terms of this Section 5.4 notwithstanding, no confidential student information, student-level data, or other personally identifiable information will be disclosed by either party or otherwise shared under this MOU.

(e) Data Management and Data Security. UC will comply with any reasonable data management and data security provisions adopted by the Governing Board from time-to-time, subject to Sections 3.2 and 3.3 above.

5.5. Obligations of UC. In establishing SB at UCLA/CRESST to continue the work of the Consortium, and in addition to the parties' obligations set forth elsewhere in this Section 5, UC will have the following obligations, to be performed in accordance with the Governing Board Procedures and in compliance with all applicable law:

(a) Products and Services. Provided that Member timely pays its Annual Fees when due, UC will provide Member with Products and Services as determined by the Governing Board and as described on Exhibit B. Exhibit B attached hereto describes the Products and Services available as of the Effective Date. Exhibit B and the specific Products and Services set forth therein may be amended by UC for any upcoming fiscal year during the Term of this MOU as long as the Governing Board has approved the amendments, and UC provides Member with at least ninety (90) days prior written notice of such amendments, which written notice may be provided by sending Member an updated Exhibit B. In addition, any time the Governing Board should approve a material change in the Products and Services made available by SB, UC will send Member an updated Exhibit B that reflects such approved change in the Products and Services, which Exhibit B will supersede and replace the then-current Exhibit B at the date specified in the updated Exhibit B. Member may also refer to the SB Website at any time in order to review all Products and Services then available from UC, as well as information on the fees charged by SB to its Members.

(b) Project Management. SB will prepare and present drafts of all annual and amended Planning Documents to the Governing Board or the Executive Committee (as required by the Governing Board Procedures) for approval, and UC will manage SB in compliance with the approved Planning Documents. UC's Project Manager will have primary responsibility for day-to-day communications between UC and Member on operational matters related to this MOU, and on such other matters as UC may assign to its Project Manager from time to time. UC may notify Member and other Members of any change to UC's Project Manager and/or the operational

forth elsewhere in this Section 5, and together with such other obligations as UC and Member may agree in writing from time to time:

(a) State Lead. Member's State Lead will serve as its principal point of contact for high-level communications with UC under this MOU, and will also be responsible for managing communications between the Governing Board and Member's state.

(b) Communication Regarding Needs. Member will provide SB with meaningful input and consultation on Member's specific product and services needs under this MOU, so that SB (in consultation with the Governing Board) can accurately set Member's Fees.

(c) Projected Testing Numbers for Fees Calculation. Member will indicate on Exhibit A attached hereto (i) the student grade levels to which the Assessment System will be applied during the initial fiscal year of the Term, (ii) for each such student grade level, whether Member desires a "basic" or a "complete" package (as described in more detail on Exhibit B), and (iii) the projected number of students to be tested for each such grade level, and Member will use this information and Exhibit C attached hereto to calculate Member's Annual Fees. Thereafter, Member will continue to provide its selection of grade levels, election of Assessment System packages, and identification of projected student testing numbers by submitting an updated Exhibit A for subsequent fiscal years during the Term. Any Member-requested change to student grade levels or package selection at any time other than the start of a fiscal year will only be made if and to the extent permitted by the Governing Board Procedures; actual student testing numbers, together with any required adjustment to Annual Fees, will be determined as set forth in Section 5.1(b) above.

(d) Vendor Selection. SB will provide Member with a Vendor Specification Package, which Member may use to ensure that each vendor selected by Member is able to implement, operate, and/or deliver (as applicable) the Assessment System for Member. Member will indicate on Exhibit A attached hereto its chosen vendor(s) for the implementation, operation and delivery of the Assessment System, and Exhibit A will be updated and amended as necessary to reflect any addition of or other changes to Member's chosen vendors. Member understands and agrees that SB will not interact with any vendor on behalf of Member unless and until such vendor has been identified on Exhibit A.

(e) Payment of Fees. Member will make timely payment of all Annual Fees due under this MOU, and will promptly notify UC of any expected delay or other difficulty in making payments when due hereunder.

(f) Governing Board Participation. Member will appoint an individual to serve as its Member Representative and will at all times during the Term uphold its obligations to the Governing Board and to any committees or subcommittees thereof on which Member agrees or is appointed to participate. As provided hereunder, Member will notify UC of any changes to its Member Representative, State Lead, and/or Project Manager.

(g) Coordination with State Agencies. Member will coordinate with its state and local education agencies in order to ensure that materials developed and provided to Member under this MOU are being properly delivered, administered, scored, reported and otherwise used by users in Member's state.

(h) Participation in Field Testing. Member will participate in field tests embedded in the Computer Adaptive Test, and will consider in good faith participating in additional field testing of assessment items and tasks for the purpose of maintaining and improving Member's Products and Services, as approved by Member. Consistent

with applicable state and federal laws, and with each party's confidentiality obligations under Section 5.4, Member will allow SB to use the data collected from such field testing to:

(i) Conduct technical studies as required to improve the Products and Services that SB offers to Members;

(ii) Ensure consistent scoring of constructed responses across all Members; provided, that any data used across all Members in this way will be used only on an anonymous, non-personally-identifiable basis, stripped of any and all state, district, school, or student identifiers, and of any names, dates of birth or other information that could potentially allow data to be traced to a specific student or otherwise lead to the discovery of a student's identity; and

(iii) Develop templates and exemplars for use in connection with parent education and teacher training and professional development.

Other than as expressly set forth on Exhibit B or as approved by the Governing Board, UC and SB will make no use for research purposes of any testing data received from Member or otherwise obtained by UC or SB as a result of Member's participation in SB under this MOU, including, without limitation, for any publication.

6. **Representations and Warranties.** Each party represents, warrants and covenants to the other party hereto as follows:

6.1. By Member. Member has full power and authority to enter into this MOU and to perform its obligations hereunder; Member's entry into this MOU is permissible under the laws of Member's state and has been authorized by all necessary legislative, administrative or other governmental authority; the person signing this MOU on behalf of Member is authorized to do so, and has the power and authority to bind Member to all of the terms hereof; Member's entry into and performance of this MOU do not and will not violate any other agreements to which Member is a party or under which Member is otherwise bound, and Member will not enter into any agreements that violate this MOU during the Term; and there are no claims or lawsuits pending or, to Member's knowledge, threatened against Member, Member's state or the Consortium related to or arising out of any of the products and services that the Consortium has provided to its member states.

6.2. By UC. UC has full power and authority to enter into this MOU and to perform its obligations hereunder; UC's entry into this MOU has been authorized by The Regents of the University of California (as such authority has been delegated to the President and her designees); and, the person signing this MOU on behalf of UC is authorized to do so, and has the power and authority to bind UC to all of the terms hereof.

7. **Disclaimer and Limitation of Liability.**

7.1. Disclaimer of Warranties. EXCEPT AS EXPRESSLY PROVIDED IN THIS MOU OR AS UC MAY EXPRESSLY AGREE IN WRITING, AND ONLY TO THE EXTENT PERMITTED BY LAW, UC AND SB DISCLAIM ANY AND ALL WARRANTIES (EXPRESS OR IMPLIED) REGARDING THE PRODUCTS AND SERVICES, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT.

7.2. Limitation of Liability. TO THE MAXIMUM EXTENT PERMITTED BY LAW, NEITHER PARTY WILL BE LIABLE FOR ANY INDIRECT, EXEMPLARY, PUNITIVE, SPECIAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF THIS

MOU OR THE TRANSACTIONS IT CONTEMPLATES, INCLUDING BUT NOT LIMITED TO DAMAGES FOR LOSS OF PROFITS, DATA OR OTHER INTANGIBLE LOSSES (EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES). IN ADDITION, IN NO EVENT WILL EITHER PARTY'S LIABILITY TO THE OTHER PARTY UNDER THIS MOU EXCEED THE AGGREGATE OF (A) THE ANNUAL FEES PAID OR PAYABLE BY MEMBER FOR THE FISCAL YEAR IN WHICH THE CLAIM GIVING RISE TO THE LIABILITY OCCURRED, AND (B) THE PROCEEDS RECEIVED FROM ANY INSURANCE COVERAGE THAT APPLIES TO THE LIABILITY INCURRED. Notwithstanding anything to the contrary in this MOU, this Section 7.2 will not apply to damages arising out of or relating to any breach by a party of its confidentiality obligations under Section 5.4.

7.3. State Law Conflicts. To the extent that any laws of Member's state expressly prohibit or limit the enforcement of this Section 7 or its application to Member, this Section 7 will be applied and enforced only to the extent permissible under the laws of Member's state.

8. Audit Right.

8.1. Audit Request. UC will maintain, and Member will have the right to examine and audit those books and records of UC and SB containing financial information relevant to UC's operation of SB and SB's use of the Fees collected from Members, as follows:

(a) Member will make any request for an audit under this Section 8 in writing and will deliver such request to UC's Project Manager and the Governing Board Representative.

(b) Following receipt of Member's request for an audit, the Governing Board Representative will notify the Governing Board and all other Members of the request, and other Members will have the option to participate in the audit, by notifying UC's Project Manager and the Governing Board Representative within 10 days after receiving notice of Member's audit request from the Governing Board Representative.

(c) The expense of the audit will be shared equally by all Members participating in the audit, and once an audit request has been made in accordance with this MOU (whether by Member or by any Other Member, and whether or not Member participates in the audit), Member will not be entitled to request an audit under this Section 8 until six months after the date that the requested audit concludes.

8.2. Audit Process. UC will make the books and records described above available to the audit participant(s) for review at SB's office or another UC location agreed upon by UC and the audit participant(s) within a reasonable time after the expiration of the 10-day notice period described in Section 8.1(b) above. In the event that any audit participant identifies any discrepancies or other concerns with books and records audited under this Section 8, such the audit participant will so notify UC in writing, UC will respond to such questions or concerns within 30 days after receipt of such notice.

8.3. Record Retention. UC will keep and preserve all books and records of UC and SB containing financial information relevant to UC's operation of SB and SB's use of the Fees collected from Members for a period of at least five years, including after termination of this MOU, subject to any different requirements that may be imposed by UC's record retention policies or by applicable law.

9. Miscellaneous Terms

9.1. Entire Agreement. This MOU (including its exhibits and any other attachments identified for inclusion here, and further including the Products and Services, UC Project Manager, and addresses for notices to UC hereunder, as the foregoing are identified from time to time on the SB Website) constitutes the entire understanding and agreement between Member and UC concerning the subject matter set forth herein and supersedes all prior and contemporaneous agreements, understandings, negotiations and discussions, whether oral or written, of the parties pertaining to the subject matter hereof. This MOU may be executed in multiple counterparts, each of which will constitute an original and all of which together will constitute one instrument.

9.2. "Most Favored Nations."

(a) Right to Request Inclusion of More Favorable Provisions. Subject to Section 9.2(c) below, in the event that any Other Member should, subsequent to the date that Member executes this MOU, execute a version of this MOU having any Most Favored Nations Provisions that are more favorable than the Most Favored Nations Provisions of this MOU, then UC will provide Member with written notice of such more favorable Most Favored Nations Provisions, and Member will have the right (but not the obligation) to request inclusion of such Most Favored Nations Provisions in this MOU.

(b) Request for Inclusion. Member will have thirty (30) days after receipt of written notice from UC under Section 9.2(a) above to notify UC in writing that it wants such Most Favored Nations Provisions included in this MOU, which inclusion will be automatic upon UC's receipt of timely notice from Member as set forth herein; provided, that upon Member's written request to UC during such 30-day period for an extension under this Section 9.2(b), Member will automatically receive a further thirty (30) days in request inclusion of such Most Favored Nations Provisions in this MOU. After expiration of the aforementioned 30-day period (or 60-day period, if Member has timely requested an extension hereunder), Member will no longer have the right to request inclusion of such Most Favored Nations Provisions in this MOU; provided, that the process set forth in this paragraph will be repeated any time any Other Member executes an MOU containing more favorable Most Favored Nations Provisions.

(c) Limitations. For avoidance of doubt, any Other Member that exercises its right under the "Most Favored Nations" clause in its MOU will not be deemed to have "obtained more favorable Most Favored Nations Provisions" or "executed an MOU containing more favorable Most Favored Nations Provisions" for purposes of Member's rights to request inclusion under this Section 9.2. In addition, UC will not be obligated to provide notice of, or offer Member the right to include, any change made to an Most Favored Nations Provision for any Other Member that was made in order to accommodate the specific requirements of that Other Member's state laws.

9.3. Severability. If any provision of this MOU is determined or adjudicated to be invalid or unenforceable, such provision will be interpreted to the maximum extent to which it is valid and enforceable, and the remaining provisions of this MOU will, nevertheless, continue in full force and effect without being impaired or invalidated in any way.

9.4. No Waiver. No terms or provisions of this MOU will be deemed waived and no breach excused, unless such waiver or consent will be in writing and signed by the party claimed to have waived or consented. Any consent by any party to, or waiver of, a breach by the other, whether express or implied, will not constitute a consent to, waiver of, or excuse for any other different or subsequent breach. The failure by any party to execute any right

provided for under this MOU will not be deemed a waiver of that right or of any other right hereunder.

9.5. Notices. All notices required or permitted hereunder will be in writing and addressed, if to Member, to its address at set forth on Exhibit A (or such other address as Member may specify by notice given pursuant to this Section 9.5), and if to UC, to its address as set forth on the SB Website (as such address may be updated on the SB Website from time to time). Notices hereunder will be deemed effectively given: (a) upon personal delivery to the party to be notified; (b) five business days after having been sent by registered or certified mail, return receipt requested, postage prepaid; or (c) one business day after deposit with a nationally recognized overnight courier, specifying next day delivery, with written verification of receipt.

9.6. Section Headings, Days. The descriptive headings in this MOU are intended for reference only and will not affect the construction or interpretation of this MOU. As used in this MOU, "days" refers to calendar days, unless otherwise specified as business days. "Business days" means all weekdays, except for Saturdays, Sundays, and any holidays as defined by California Code of Civil Procedure Sections 12a and 12b.

9.7. Modifications and Amendments. This MOU may be amended or modified only in a writing agreed to and signed by authorized representatives of Member and UC.

9.8. Non-Exclusive Remedies. The remedies provided for in this MOU will not be exclusive but are in addition to all other remedies available under law.

9.9. Authority to Bind. The signatories to this MOU represent that they have the authority to bind their respective organizations to this MOU.

[SIGNATURE PAGE FOLLOWS]

No other changes or additions are made to the MOU hereby.

IN WITNESS WHEREOF the parties are executing this Addendum as of the Execution Date, with the intention of having it take effect (together with the MOU) as of the Effective Date.

"MEMBER"	"UC" **The Regents of the University of California**
Member Name (i.e., name of state, commonwealth, territory, etc.)	(b)(6)
Signature	
Michael J. Martirano State Superintendent of Schools Print Name and Title	Vice Chancellor Steven A. Olsen and CFO Print Name and Title
1-14-15 Date	10/28/14 Date