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OFFICE WEST VIRGINIA
SECRETARY OF STATE

WEST VIRGINIA LEGISLATURE

FIRST REGULAR SESSION, 2001

ENROLLED

COMMITTEE SUBSTITUTE
FOR
House Bill No. 2934

(By Delegates Mezzatesta, Williams,
Perry, Shaver and Beach)

Passed April 14, 2001

In Effect from Passage

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H. B. 2934

(BY DELEGATES MEZZATESTA, WILLIAMS,
PERRY, SHAVER AND BEACH)

[Passed April 14, 2001; in effect from passage.]

AN ACT to amend and reenact section five, article two-e, chapter eighteen of the code of West Virginia, one thousand nine hundred thirty-one, as amended, and to further amend said article by adding thereto two new sections, designated sections five-a and five-b, all relating to the process for improving education; authorizing the state board to appoint a monitor at county expense to cause improvements at seriously impaired school; providing process for targeting state board and county board resources to correct deficiencies; providing effect of intervention in school system on superintendent's contract; and review of the system of education performance audits.

Be it enacted by the Legislature of West Virginia:

That section five, article two-e, chapter eighteen of the code of West Virginia, one thousand nine hundred thirty-one, as amended, be amended and reenacted; and that said article be further amended by adding thereto two new sections, designated sections five-a and five-b, all to read as follows:

ARTICLE 2E. HIGH QUALITY EDUCATIONAL PROGRAMS.

§18-2E-5. Process for improving education; office of education performance audits; education standards; school accreditation and school system approval; intervention to correct impairments.

1 (a) *Legislative intent.* — The purpose of this section is to
2 establish a process for improving education that includes
3 standards, assessment, accountability and capacity building to
4 provide assurances that a thorough and efficient system of
5 schools is being provided for all West Virginia public school
6 students on an equal education opportunity basis and that the
7 high quality standards are, at a minimum, being met.

8 (b) *State board rules.* — The state board shall promulgate
9 rules in accordance with article three-b, chapter twenty-nine-a
10 of this code establishing a unified county improvement plan for
11 each county board and a unified school improvement plan for
12 each public school in this state. The state board is not required
13 to promulgate new rules if legislative rules meeting the require-
14 ments of article three-b, chapter twenty-nine-a of this code have
15 been filed with the office of the secretary of state before the
16 effective date of this section.

17 (c) *High quality education standards and efficiency*
18 *standards.* — The state board shall, in accordance with the
19 provisions of article three-b, chapter twenty-nine-a of this code,
20 adopt and periodically review and update high quality education

21 standards for student, school and school system performance
22 and processes in the following areas:

- 23 (1) Curriculum;
- 24 (2) Workplace readiness skills;
- 25 (3) Finance;
- 26 (4) Transportation;
- 27 (5) Special education;
- 28 (6) Facilities;
- 29 (7) Administrative practices;
- 30 (8) Training of county board members and administrators;
- 31 (9) Personnel qualifications;
- 32 (10) Professional development and evaluation;
- 33 (11) Student and school performance;
- 34 (12) A code of conduct for students and employees;
- 35 (13) Indicators of efficiency; and
- 36 (14) Any other areas determined by the state board.

37 (d) *Performance measures.* — The standards shall assure
38 that all graduates are prepared for gainful employment or for
39 continuing postsecondary education and training and that
40 schools and school districts are making progress in achieving
41 the education goals of the state.

42 The standards shall include measures of student perfor-
43 mance to indicate when a thorough and efficient system of

44 schools is being provided and of school and school system
45 performance and processes that enable student performance.
46 The measures of student performance and school and school
47 system performance and processes shall include, but are not
48 limited to, the following:

49 (1) The acquisition of student proficiencies as indicated by
50 student performance by grade level measured, where possible,
51 by a uniform statewide assessment program;

52 (2) School attendance rates;

53 (3) Student dropout rate;

54 (4) Percent of students promoted to the next grade;

55 (5) Graduation rate;

56 (6) Average class size;

57 (7) Pupil-teacher ratio and number of exceptions to ratio
58 requested by county boards and the number granted;

59 (8) Number of split-grade classrooms;

60 (9) Percentage of graduates who enrolled in college; the
61 percentage of graduates who enrolled in other postsecondary
62 education; and the percentage of graduates who become fully
63 employed within one year of high school graduation all as
64 reported by the graduates on the assessment form attached to
65 their individualized student transition plan, pursuant to section
66 eight of this article and the percentage of graduates reporting;

67 (10) Pupil-administrator ratio;

68 (11) Parent involvement;

69 (12) Parent, teacher and student satisfaction;

70 (13) Operating expenditures per pupil;

71 (14) Percentage of graduates who attain the minimum level
72 of performance in the basic skills recognized by the state board
73 as laying the foundation for further learning and skill develop-
74 ment for success in college, other postsecondary education and
75 gainful employment and the grade level distribution in which
76 the minimum level of performance was met;

77 (15) Percentage of graduates who received additional
78 certification of their skills, competence and readiness for
79 college, other postsecondary education or employment above
80 the minimum foundation level of basic skills; and

81 (16) Percentage of students in secondary and middle
82 schools who are enrolled in advanced placement or honors
83 classes, respectively.

84 (e) *Indicators of efficiency.* – The state board shall, in
85 accordance with the provisions of article three-b, chapter
86 twenty-nine-a of this code, adopt and periodically review and
87 update indicators of efficiency for student and school system
88 performance and processes in the following areas:

89 (A) Curriculum delivery including, but not limited to, the
90 use of distance learning;

91 (B) Transportation;

92 (C) Facilities;

93 (D) Administrative practices;

94 (E) Personnel;

95 (F) Utilization of regional educational service agency
96 programs and services, including programs and services that
97 may be established by their assigned regional educational

98 service agency, or other regional services that may be initiated
99 between and among participating county boards; and

100 (G) Any other indicators as determined by the state board.

101 (f) *Assessment and accountability of school and school*
102 *system performance and processes.* — The state board shall
103 establish by rule in accordance with the provisions of article
104 three-b, chapter twenty-nine-a of this code, a system of educa-
105 tion performance audits which measures the quality of educa-
106 tion and the preparation of students based on the standards and
107 measures of student, school and school system performance and
108 processes, including, but not limited to, the standards and
109 measures set forth in subsections (c) and (d) of this section. The
110 system of education performance audits shall assist the state
111 board in ensuring that the standards and measures established
112 pursuant to this section are, at a minimum, being met and that
113 a thorough and efficient system of schools is being provided.
114 The system of education performance audits shall include: (1)
115 The assessment of student, school and school system perfor-
116 mance and the processes in place in schools and school systems
117 which enable student performance; (2) the review of school and
118 school system unified improvement plans; and (3) the periodic,
119 random unannounced on-site review of school and school
120 system performance and compliance with the standards.

121 (g) *Uses of school and school system assessment informa-*
122 *tion.* — The state board shall use information from the system
123 of education performance audits to assist it in ensuring that a
124 thorough and efficient system of schools is being provided and
125 to improve student, school and school system performance,
126 including, but not limited to, the following: (1) Determining
127 school accreditation and school system approval status; (2)
128 holding schools and school systems accountable for the
129 efficient use of existing resources to meet or exceed the
130 standards; and (3) targeting additional resources when neces-

131 sary to improve performance. Primary emphasis in determining
132 school accreditation and school system approval status shall be
133 based on student, school and school system performance on
134 measures selected by the state board. The state board shall
135 make accreditation information available to the Legislature; the
136 governor; and to the general public and any individuals who
137 request the information, subject to the provisions of any act or
138 rule restricting the release of information. Based on the
139 assessment of student, school and school system performance,
140 the state board shall establish early detection and intervention
141 programs to assist underachieving schools and school systems
142 in improving performance before conditions become so grave
143 as to warrant more substantive state intervention, including, but
144 not limited to, making additional technical assistance, program-
145 matic, monetary and staffing resources available where appro-
146 priate.

147 (h) *Office of education performance audits.* — To assist the
148 state board in the operation of the system of education perfor-
149 mance audits and in making determinations regarding the
150 accreditation status of schools and the approval status of school
151 systems, the state board shall establish an office of education
152 performance audits which shall be operated under the direction
153 of the state board independently of the functions and supervi-
154 sion of the state department of education and state superinten-
155 dent. The office of education performance audits shall report
156 directly to and be responsible to the state board in carrying out
157 its duties under the provisions of this section. The office shall
158 be headed by a director who shall be appointed by the state
159 board and shall serve at the will and pleasure of the state board.
160 The salary of the director shall not exceed the salary of the state
161 superintendent of schools. The state board shall organize and
162 sufficiently staff the office to fulfill the duties assigned to it by
163 this section and the state board. Employees of the state depart-
164 ment of education who are transferred to the office of education
165 performance audits shall retain their benefit and seniority status

166 with the department of education. Under the direction of the
167 state board, the office of education performance audits shall
168 receive from the West Virginia education information system
169 staff research and analysis data on the performance of students,
170 schools and school systems, and shall receive assistance from
171 staff at the state department of education and the state school
172 building authority to carry out the duties assigned to the office.
173 In addition to other duties which may be assigned to it by the
174 state board or by statute, the office of education performance
175 audits also shall:

176 (1) Assure that all statewide assessments of student
177 performance are secure as required in section one-a of this
178 article;

179 (2) Administer all accountability measures as assigned by
180 the state board, including, but not limited to, processes for the
181 accreditation of schools and the approval of school systems, and
182 recommend to the state board appropriate action, including, but
183 not limited to, accreditation and approval action;

184 (3) Determine, in conjunction with the assessment and
185 accountability processes, what capacity may be needed by
186 schools and school systems to meet the standards established by
187 the Legislature and the state board, and recommend to the
188 school, school system and state board, plans to establish those
189 needed capacities;

190 (4) Determine, in conjunction with the assessment and
191 accountability processes, whether statewide system deficiencies
192 exist in the capacity to establish and maintain a thorough and
193 efficient system of schools, including the identification of
194 trends and the need for continuing improvements in education,
195 and report those deficiencies and trends to the state board;

196 (5) Determine, in conjunction with the assessment and
197 accountability processes, staff development needs of schools

198 and school systems to meet the standards established by the
199 Legislature and the state board, and make recommendations to
200 the state board, the center for professional development,
201 regional educational service agencies, higher education
202 governing boards and county boards; and

203 (6) Identify, in conjunction with the assessment and
204 accountability processes, exemplary schools and school systems
205 and best practices that improve student, school and school
206 system performance, and make recommendations to the state
207 board for recognizing and rewarding exemplary schools and
208 school systems and promoting the use of best practices. The
209 state board shall provide information on best practices to county
210 school systems and shall use information identified through the
211 assessment and accountability processes to select schools of
212 excellence.

213 (i) *On-site reviews.* — At the direction of the state board or
214 by weighted, random selection by the office of education
215 performance audits, an unannounced on-site review shall be
216 conducted by the office of education performance audits of any
217 school or school system for purposes, including, but not limited
218 to, the following: (1) Verifying data reported by the school or
219 county board; (2) documenting compliance with policies and
220 laws; (3) evaluating the effectiveness and implementation status
221 of school and school system unified improvement plans; (4)
222 investigating official complaints submitted to the state board
223 that allege serious impairments in the quality of education in
224 schools or school systems; and (5) investigating official
225 complaints submitted to the state board that allege that a school
226 or county board is in violation of policies or laws under which
227 schools and county boards operate. The random selection of
228 schools and school systems for an on-site review shall use a
229 weighted random sample so that those with lower performance
230 indicators and those that have not had a recent on-site review
231 have a greater likelihood of being selected. Under the direction

232 of the state board, the office of education performance audits
233 shall appoint an education standards compliance review team
234 to assist it in conducting on-site reviews. The teams shall be
235 composed of an adequate number of persons who possess the
236 necessary knowledge, skills and experience to make an accurate
237 assessment of education programs and who are drawn from a
238 trained cadre established by the office of education performance
239 audits. The state board shall have discretion in determining the
240 number of persons to serve on a standards compliance review
241 team based on the size of the school or school system as
242 applicable. The teams shall be led by a member of the office of
243 education performance audits. The state board shall reimburse
244 a county board for the costs of substitutes required to replace
245 county board employees while they are serving on an education
246 standards compliance review team. The office of education
247 performance audits shall report the findings of the on-site
248 reviews to the state board for inclusion in the evaluation and
249 determination of a school's or county board's accreditation or
250 approval status as applicable.

251 (j) *School accreditation.* — The state board annually shall
252 review the information from the system of education perfor-
253 mance audits submitted for each school and shall issue to every
254 school: Exemplary accreditation status, full accreditation status,
255 temporary accreditation status, conditional accreditation status,
256 or shall declare the education programs at the school to be
257 seriously impaired.

258 (1) Full accreditation status shall be given to a school when
259 the school's performance on the standards adopted by the state
260 board pursuant to subsections (c) and (d) of this section is at a
261 level which would be expected when all of the high quality
262 education standards are being met.

263 (2) Temporary accreditation status shall be given to a
264 school when the measure of the school's performance is below

265 the level required for full accreditation status. Whenever a
266 school is given temporary accreditation status, the county board
267 shall ensure that the school's unified improvement plan is
268 revised to increase the performance of the school to a full
269 accreditation status level. The revised unified school improve-
270 ment plan shall include objectives, a time line, a plan for
271 evaluation of the success of the improvements, cost estimates,
272 and a date certain for achieving full accreditation. The revised
273 plan shall be submitted to the state board for approval.

274 (3) Conditional accreditation status shall be given to a
275 school when the school's performance on the standards adopted
276 by the state board is below the level required for full accredita-
277 tion, but the school's unified improvement plan has been
278 revised to achieve full accreditation status by a date certain, the
279 plan has been approved by the state board and the school is
280 meeting the objectives and time line specified in the revised
281 plan.

282 (4) Exemplary accreditation status shall be given to a
283 school when the school's performance on the standards adopted
284 by the state board pursuant to subsections (c) and (d) of this
285 section substantially exceeds the minimal level which would be
286 expected when all of the high quality education standards are
287 being met. The state board shall propose legislative rules in
288 accordance with the provisions of article three-b, chapter
289 twenty-nine-a, designated to establish standards of performance
290 to identify exemplary schools.

291 (5) The state board shall establish and adopt standards of
292 performance to identify seriously impaired schools and the state
293 board may declare a school seriously impaired whenever
294 extraordinary circumstances exist as defined by the state board.

295 (A) These circumstances shall include, but are not limited
296 to, (i) the failure of a school on temporary accreditation status

297 to obtain approval of its revised unified school improvement
298 plan within a reasonable time period as defined by the state
299 board; (ii) the failure of a school on conditional accreditation
300 status to meet the objectives and time line of its revised unified
301 school improvement plan; or (iii) the failure to achieve full
302 accreditation by the date specified in the revised plan.

303 (B) Whenever the state board determines that the quality of
304 education in a school is seriously impaired, the state board shall
305 appoint a team of improvement consultants to make recommen-
306 dations within sixty days of appointment for correction of the
307 impairment. Upon approval of the recommendations by the
308 state board, the recommendations shall be made to the county
309 board. If progress in correcting the impairment as determined
310 by the state board is not made within six months from the time
311 the county board receives the recommendations, the state board
312 shall place the county board on temporary approval status and
313 provide consultation and assistance to the county board to: (i)
314 Improve personnel management; (ii) establish more efficient
315 financial management practices; (iii) improve instructional
316 programs and rules; or (iv) make any other improvements that
317 are necessary to correct the impairment.

318 (C) If the impairment is not corrected by a date certain set
319 by the state board the state board shall appoint a monitor who
320 shall be paid at county expense to cause improvements to be
321 made at the school to bring it to full accreditation status within
322 a reasonable time period as determined by the state board. The
323 monitor's work location shall be at the school and the monitor
324 shall work collaboratively with the principal. The monitor shall,
325 at a minimum, report monthly to the state board on the mea-
326 sures being taken to improve the school's performance and the
327 progress being made. The reports may include requests for
328 additional assistance and recommendations required in the
329 judgement of the monitor to improve the school's performance,
330 including, but not limited to, the need for targeting resources

331 strategically to eliminate deficiencies. If the state board
332 determines that the improvements necessary to provide a
333 thorough and efficient education to the students at the school
334 can not be made without additional targeted resources, it shall
335 establish a plan in consultation with the county board that
336 includes targeted resources from sources under the control of
337 the state board and the county board to accomplish the needed
338 improvements. Nothing in this section shall be construed to
339 allow a change in personnel at the school to improve school
340 performance, except as provided by law.

341 (k) *Transfers from seriously impaired schools.* — When-
342 ever a school is determined to be seriously impaired and fails to
343 improve its status within one year, any student attending the
344 school may transfer once to the nearest fully accredited school,
345 subject to approval of the fully accredited school and at the
346 expense of the school from which the student transferred.

347 (l) *School system approval.* — The state board annually
348 shall review the information submitted for each school system
349 from the system of education performance audits and issue one
350 of the following approval levels to each county board: Full
351 approval, temporary approval, conditional approval, or
352 nonapproval.

353 (1) Full approval shall be given to a county board whose
354 education system meets or exceeds all of the high quality
355 standards for student, school and school system performance
356 and processes adopted by the state board and whose schools
357 have all been given full, temporary or conditional accreditation
358 status.

359 (2) Temporary approval shall be given to a county board
360 whose education system is below the level required for full
361 approval. Whenever a county board is given temporary ap-
362 proval status, the county board shall revise its unified county

363 improvement plan to increase the performance of the school
364 system to a full approval status level. The revised plan shall
365 include objectives, a time line, a plan for evaluation of the
366 success of the improvements, a cost estimate, and a date certain
367 for achieving full approval. The revised plan shall be submitted
368 to the state board for approval.

369 (3) Conditional approval shall be given to a county board
370 whose education system is below the level required for full
371 approval, but whose unified county improvement plan meets
372 the following criteria: (i) The plan has been revised to achieve
373 full approval status by a date certain; (ii) the plan has been
374 approved by the state board; and (iii) the county board is
375 meeting the objectives and time line specified in the revised
376 plan.

377 (4) Nonapproval status shall be given to a county board
378 which fails to submit and gain approval for its unified county
379 improvement plan or revised unified county improvement plan
380 within a reasonable time period as defined by the state board or
381 fails to meet the objectives and time line of its revised unified
382 county improvement plan or fails to achieve full approval by
383 the date specified in the revised plan. The state board shall
384 establish and adopt additional standards to identify school
385 systems in which the program may be nonapproved and the
386 state board may issue nonapproval status whenever extraordi-
387 nary circumstances exist as defined by the state board. Further-
388 more, whenever a county board has more than a casual deficit,
389 as defined in section one, article one of this chapter, the county
390 board shall submit a plan to the state board specifying the
391 county board's strategy for eliminating the casual deficit. The
392 state board either shall approve or reject the plan. If the plan is
393 rejected, the state board shall communicate to the county board
394 the reason or reasons for the rejection of the plan. The county
395 board may resubmit the plan any number of times. However,
396 any county board that fails to submit a plan and gain approval

397 for the plan from the state board before the end of the fiscal
398 year after a deficit greater than a casual deficit occurred or any
399 county board which, in the opinion of the state board, fails to
400 comply with an approved plan may be designated as having
401 nonapproval status. Whenever nonapproval status is given to a
402 school system, the state board shall declare a state of emer-
403 gency in the school system and shall appoint a team of im-
404 provement consultants to make recommendations within sixty
405 days of appointment for correcting the emergency. Upon
406 approval of the recommendations by the state board, the
407 recommendations shall be made to the county board. If progress
408 in correcting the emergency, as determined by the state board,
409 is not made within six months from the time the county board
410 receives the recommendations, the state board shall intervene
411 in the operation of the school system to cause improvements to
412 be made that will provide assurances that a thorough and
413 efficient system of schools will be provided. This intervention
414 may include, but is not limited to, the following: (i) Limiting
415 the authority of the county superintendent and county board as
416 to the expenditure of funds, the employment and dismissal of
417 personnel, the establishment and operation of the school
418 calendar, the establishment of instructional programs and rules
419 and any other areas designated by the state board by rule; (ii)
420 taking any direct action necessary to correct the emergency;
421 and (iii) declaring that the office of the county superintendent
422 is vacant.

423 (m) Notwithstanding any other provision of this section, the
424 state board may intervene immediately in the operation of the
425 county school system with all the powers, duties and responsi-
426 bilities contained in subsection (k) of this section, if the state
427 board finds the following:

428 (1) That the conditions precedent to intervention exist as
429 provided in this section; and

430 (2) That delaying intervention for any period of time would
431 not be in the best interests of the students of the county school
432 system.

433 (n) *Capacity*. -- The process for improving education
434 includes a process for targeting resources strategically to
435 improve the teaching and learning process. Development of
436 unified school and school system improvement plans, pursuant
437 to subsection (b) of this section, is intended, in part, to provide
438 mechanisms to target resources strategically to the teaching and
439 learning process to improve student, school and school system
440 performance. When deficiencies are detected through the
441 assessment and accountability processes, the revision and
442 approval of school and school system unified improvement
443 plans shall ensure that schools and school systems are effi-
444 ciently using existing resources to correct the deficiencies.
445 When the state board determines that schools and school
446 systems do not have the capacity to correct deficiencies, the
447 state board shall work with the county board to develop or
448 secure the resources necessary to increase the capacity of
449 schools and school systems to meet the standards and, when
450 necessary, seek additional resources in consultation with the
451 Legislature and the governor.

452 The state board shall recommend to the appropriate body
453 including, but not limited to, the Legislature, county boards,
454 schools and communities, methods for targeting resources
455 strategically to eliminate deficiencies identified in the assess-
456 ment and accountability processes by:

457 (1) Examining reports and unified improvement plans
458 regarding the performance of students, schools and school
459 systems relative to the standards and identifying the areas in
460 which improvement is needed;

461 (2) Determining the areas of weakness and of ineffective-
462 ness that appear to have contributed to the substandard perfor-
463 mance of students or the deficiencies of the school or school
464 system;

465 (3) Determining the areas of strength that appear to have
466 contributed to exceptional student, school and school system
467 performance and promoting their emulation throughout the
468 system;

469 (4) Requesting technical assistance from the school
470 building authority in assessing or designing comprehensive
471 educational facilities plans;

472 (5) Recommending priority funding from the school
473 building authority based on identified needs;

474 (6) Requesting special staff development programs from the
475 center for professional development, higher education, regional
476 educational service agencies and county boards based on
477 identified needs;

478 (7) Submitting requests to the Legislature for appropria-
479 tions to meet the identified needs for improving education;

480 (8) Directing county boards to target their funds strategi-
481 cally toward alleviating deficiencies;

482 (9) Ensuring that the need for facilities in counties with
483 increased enrollment are appropriately reflected and recom-
484 mended for funding;

485 (10) Ensuring that the appropriate person or entity is held
486 accountable for eliminating deficiencies; and

487 (11) Ensuring that the needed capacity is available from the
488 state and local level to assist the school or school system in
489 achieving the standards and alleviating the deficiencies.

§18-2E-5a. County superintendent employment contract.

1 (a) The Legislature previously granted authority to the state
2 board to intervene in the operation of a county school system in
3 section five, article two-e of this chapter. Part of the authority
4 given is the authority of the state board to declare that the office
5 of the county superintendent is vacant. County boards enter into
6 contracts to employ persons as superintendents for a term of
7 years which creates substantial rights and obligations. Although
8 the statute provides that the state board may declare the office
9 of the county superintendent vacant, the statute did not specifi-
10 cally give the state board authority to void the contract of the
11 county superintendent. The intent of this section is to clarify
12 what contractual obligations continue after removal.

13 (b) Whenever the state board intervenes in the operation of
14 a school system and the office of the county superintendent is
15 declared vacant pursuant to section five, article two-e of this
16 chapter, the state board may, for any intervention which is
17 instituted after the effective date of this section, void any
18 existing employment contract between the county board and the
19 county superintendent.

20 (c) Whenever a county board elects a county superintendent
21 and enters into a written contract of employment with the
22 superintendent, the county board shall include within the
23 contract a conspicuous clause that informs the superintendent
24 that if the state board intervenes in the operation of the county
25 school system pursuant to section five, article two-e of this
26 chapter, the state board may vacate the office and void the
27 employment contract.

§18-2E-5b. Review of system of education performance audits by the state board; reports to legislative oversight commission on education accountability.

1 (a) The Legislature finds that the system of education
2 performance audits is a valuable tool for determining the
3 quality of education provided in the public schools of our state
4 and for holding schools accountable.

5 (b) Essential goals for a system of education performance
6 audits include the following:

7 (1) To assure that the measures used to evaluate perfor-
8 mance are clearly aligned with the education goals and expecta-
9 tions established for student, school and school system perfor-
10 mance, including student success in postsecondary education
11 and work;

12 (2) To assure that the measures used reflect a priority for
13 student progress and safety; and

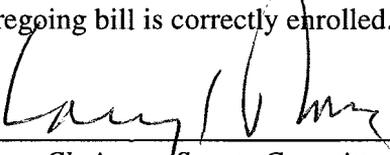
14 (3) To assure that the measures used are limited in number
15 and easily comparable to national performance indicators.

16 (c) The state board shall conduct a review of the system of
17 education performance audits with the objective of achieving
18 the goals set forth in subsection (b) of this section and shall
19 submit progress reports on its work as requested by the legisla-
20 tive oversight commission on education accountability. The
21 state board shall submit a final report including, but not limited
22 to, any necessary revisions of its policy on the system of
23 education performance audits and any recommendations for
24 statutory changes to the legislative oversight commission on
25 education accountability by the first day of December, two
26 thousand one.

27 (d) In conducting its review, the state board shall examine
28 for potential use in the system of education performance audits,
29 any indicators used by various organizations to compare the
30 performance of state education systems.

31 (e) The state board also shall consider methods for assign-
32 ing accreditation status, such as weighting the attainment of
33 performance standards, so that high performing schools and
34 school systems can be fully accredited while correcting
35 deficiencies on the process standards: *Provided*, That process
36 standards affecting the safety of students are weighted equally
37 with the performance standards.

That Joint Committee on Enrolled Bills hereby certifies that the foregoing bill is correctly enrolled.



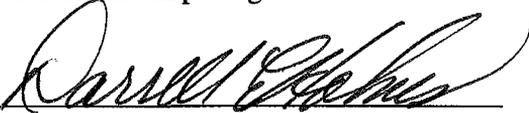
Chairman Senate Committee



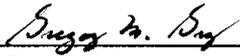
Chairman House Committee

Originating in the House.

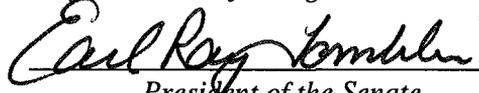
In effect from passage.



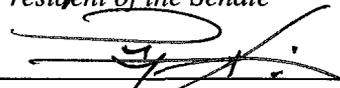
Clerk of the Senate



Clerk of the House of Delegates



President of the Senate



Speaker of the House of Delegates

The within is approved this the 2nd day of May, 2001.



Governor

PRESENTED TO THE

GOVERNOR

Date 4/27/01

Time 11:50am