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WEST VIRGINIA LEGISLATURE

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SECOND REGULAR SESSION, 2000



# ENROLLED

COMMITTEE SUBSTITUTE  
FOR  
**House Bill No. 4674**

(By Delegates Armstead, Harrison, Azinger,  
Evans, Williams and Capito]



Passed March 11, 2000

In Effect from Passage

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LEGISLATIVE SERVICES

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COMMITTEE SUBSTITUTE

FOR

## H. B. 4674

(BY DELEGATES ARMSTEAD, HARRISON,  
AZINGER, EVANS, WILLIAMS AND CAPITO)

[Passed March 11, 2000; 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, relating to high quality education programs and standards; efficiency standards and indicators; performance measures; process for improving education; education performance audits; office of education performance audits; on-site reviews; assessment and accountability; use of assessment information; accreditation and school system approval; impaired schools; intervention to correct impairments; Legislative intent; capacity; state board of education rules; creating the exemplary school accreditation standard for individual schools; and review of accountability system.

*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 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 such areas as 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:

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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 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 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;

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

84 (17) *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 education service agency  
96 programs and services, including programs and services that  
97 may be established by their assigned regional education service  
98 agency, or other regional services that may be initiated between  
99 and among participating county boards; and

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

101       (e) *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       (f) *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 will 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 such information, subject to the provisions of any act,  
138 rule or regulation restricting the release of information. Based  
139 on the assessment of student, school and school system perfor-  
140 mance, the state board shall establish early detection and  
141 intervention programs to assist underachieving schools and  
142 school systems in improving performance before conditions  
143 become so grave as to warrant more substantive state interven-  
144 tion, including, but not limited to, making additional technical  
145 assistance, programmatic, monetary and staffing resources  
146 available where appropriate.

147 (g) *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, article two-  
178 e of this chapter;

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 education service agencies, higher education governing  
202 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 (h) *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. County boards shall be reim-  
244 bursed for the costs of substitutes required to replace county  
245 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 (i) *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 These circumstances shall include, but are not limited to, the  
296 failure of a school on temporary accreditation status to obtain  
297 approval of its revised unified school improvement plan within  
298 a reasonable time period as defined by the state board and the  
299 failure of a school on conditional accreditation status to meet  
300 the objectives and time line of its revised unified school  
301 improvement plan or to achieve full accreditation by the date  
302 specified in the revised plan. Whenever the state board deter-  
303 mines that the quality of education in a school is seriously

304 impaired, the state board, shall appoint a team of improvement  
305 consultants to make recommendations within sixty days of  
306 appointment for correction of the impairment. Upon approval  
307 of the recommendations by the state board, the recommenda-  
308 tions shall be made to the county board. If progress in correct-  
309 ing the impairment as determined by the state board is not made  
310 within six months from the time the county board receives the  
311 recommendations, the state board shall place the county board  
312 on temporary approval status and provide consultation and  
313 assistance to the county board to: (i) Improve personnel  
314 management; (ii) establish more efficient financial management  
315 practices; (iii) improve instructional programs and rules; or (iv)  
316 make such other improvements as may be necessary to correct  
317 the impairment. If the impairment is not corrected by a date  
318 certain set by the state board, the county board shall be given  
319 nonapproval status.

320 (j) *Transfers from seriously impaired schools.* — Whenever  
321 a school is determined to be seriously impaired and fails to  
322 improve its status within one year, any student attending such  
323 school may transfer once to the nearest fully accredited school,  
324 subject to approval of the fully accredited school and at the  
325 expense of the school from which the student transferred.

326 (k) *School system approval.* — The state board annually  
327 shall review the information submitted for each school system  
328 from the system of education performance audits and issue one  
329 of the following approval levels to each county board: Full  
330 approval, temporary approval, conditional approval, or  
331 nonapproval.

332 (1) Full approval shall be given to a county board whose  
333 education system meets or exceeds all of the high quality  
334 standards for student, school and school system performance  
335 and processes adopted by the state board and whose schools  
336 have all been given full, temporary or conditional accreditation  
337 status.

338 (2) Temporary approval shall be given to a county board  
339 whose education system is below the level required for full  
340 approval. Whenever a county board is given temporary ap-  
341 proval status, the county board shall revise its unified county  
342 improvement plan to increase the performance of the school  
343 system to a full approval status level. The revised plan shall  
344 include objectives, a time line, a plan for evaluation of the  
345 success of the improvements, a cost estimate, and a date certain  
346 for achieving full approval. The revised plan shall be submitted  
347 to the state board for approval.

348 (3) Conditional approval shall be given to a county board  
349 whose education system is below the level required for full  
350 approval, but whose unified county improvement plan meets  
351 the following criteria: (i) The plan has been revised to achieve  
352 full approval status by a date certain; (ii) the plan has been  
353 approved by the state board; and (iii) the county board is  
354 meeting the objectives and time line specified in the revised  
355 plan.

356 (4) Nonapproval status shall be given to a county board  
357 which fails to submit and gain approval for its unified county  
358 improvement plan or revised unified county improvement plan  
359 within a reasonable time period as defined by the state board or  
360 fails to meet the objectives and time line of its revised unified  
361 county improvement plan or fails to achieve full approval by  
362 the date specified in the revised plan. The state board shall  
363 establish and adopt additional standards to identify school  
364 systems in which the program may be nonapproved and the  
365 state board may issue nonapproval status whenever extraordi-  
366 nary circumstances exist as defined by the state board. Further-  
367 more, whenever a county board has more than a casual deficit,  
368 as defined in section one, article one of this chapter, the county  
369 board shall submit a plan to the state board specifying the  
370 county board's strategy for eliminating the casual deficit. The  
371 state board either shall approve or reject the plan. If the plan is

372 rejected, the state board shall communicate to the county board  
373 the reason or reasons for the rejection of the plan. The county  
374 board may resubmit the plan any number of times. However,  
375 any county board that fails to submit a plan and gain approval  
376 for the plan from the state board before the end of the fiscal  
377 year after a deficit greater than a casual deficit occurred or any  
378 county board which, in the opinion of the state board, fails to  
379 comply with an approved plan may be designated as having  
380 nonapproval status. Whenever nonapproval status is given to a  
381 school system, the state board shall declare a state of emer-  
382 gency in the school system and shall appoint a team of im-  
383 provement consultants to make recommendations within sixty  
384 days of appointment for correcting the emergency. Upon  
385 approval of the recommendations by the state board, the  
386 recommendations shall be made to the county board. If progress  
387 in correcting the emergency, as determined by the state board,  
388 is not made within six months from the time the county board  
389 receives the recommendations, the state board shall intervene  
390 in the operation of the school system to cause improvements to  
391 be made that will provide assurances that a thorough and  
392 efficient system of schools will be provided. This intervention  
393 may include, but is not limited to, the following: (i) Limiting  
394 the authority of the county superintendent and county board as  
395 to the expenditure of funds, the employment and dismissal of  
396 personnel, the establishment and operation of the school  
397 calendar, the establishment of instructional programs and rules  
398 and such other areas as may be designated by the state board by  
399 rule; (ii) taking such direct action as may be necessary to  
400 correct the emergency; and (iii) declaring that the office of the  
401 county superintendent is vacant.

402 (1) Notwithstanding any other provision of this section, the  
403 state board may intervene immediately in the operation of the  
404 county school system with all the powers, duties and responsi-  
405 bilities contained in subsection (k) of this section, if the state  
406 board finds the following:

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

409 (2) That delaying intervention for any period of time would  
410 not be in the best interests of the students of the county school  
411 system.

412 (m) *Capacity*. — The process for improving education  
413 includes a process for targeting resources strategically to  
414 improve the teaching and learning process. Development of  
415 unified school and school system improvement plans, pursuant  
416 to subsection (b) of this section, is intended, in part, to provide  
417 mechanisms to target resources strategically to the teaching and  
418 learning process to improve student, school and school system  
419 performance. When deficiencies are detected through the  
420 assessment and accountability processes, the revision and  
421 approval of school and school system unified improvement  
422 plans shall ensure that schools and school systems are effi-  
423 ciently using existing resources to correct the deficiencies.  
424 When the state board determines that schools and school  
425 systems do not have the capacity to correct deficiencies, the  
426 state board shall work with the county board to develop or  
427 secure the resources necessary to increase the capacity of  
428 schools and school systems to meet the standards and, when  
429 necessary, seek additional resources in consultation with the  
430 Legislature and the governor.

431 The state board shall recommend to the appropriate body  
432 including, but not limited to, the Legislature, county boards,  
433 schools and communities, methods for targeting resources  
434 strategically to eliminate deficiencies identified in the assess-  
435 ment and accountability processes by:

436 (1) Examining reports and unified improvement plans  
437 regarding the performance of students, schools and school  
438 systems relative to the standards and identifying the areas in  
439 which improvement is needed;



440 (2) Determining the areas of weakness and of ineffective-  
441 ness that appear to have contributed to the substandard perfor-  
442 mance of students or the deficiencies of the school or school  
443 system;

444 (3) Determining the areas of strength that appear to have  
445 contributed to exceptional student, school and school system  
446 performance and promoting their emulation throughout the  
447 system;

448 (4) Requesting technical assistance from the school  
449 building authority in assessing or designing comprehensive  
450 educational facilities plans;

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

453 (6) Requesting special staff development programs from the  
454 center for professional development, higher education, regional  
455 education service agencies and county boards based on identi-  
456 fied needs;

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

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

461 (9) Ensuring that the need for facilities in counties with  
462 increased enrollment are appropriately reflected and recom-  
463 mended for funding;

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

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

469 (n) *Review of accountability system.*

470 (1) The Legislature finds that the effective implementation  
471 of a standards based accountability system is an important issue  
472 for the State's public education system. In order for the State to  
473 make improvements in its standards based accountability  
474 system, it is essential to review the standards based accountabil-  
475 ity system currently in place to identify areas of possible  
476 improvements that may exist. It is the intent of the Legislature  
477 that each area of the standards based accountability system be  
478 reviewed in accordance with nationally recognized standards.

479 (2) The state board shall conduct a comprehensive review  
480 of the current standards based accountability system and report  
481 the findings to the legislative oversight commission on educa-  
482 tion accountability with recommendations for improvements on  
483 or before the first day of January, two thousand one. The review  
484 shall include, but not be limited to, the following:

485 (A) The extent to which accountability goals and strategies  
486 focus on academic performance, and the extent that other  
487 purposes are clarified in terms of coherent, specific goals to be  
488 achieved;

489 (B) The extent to which designated authorities are charged  
490 with the efficient governance of the accountability system;

491 (C) The extent to which specific responsibilities for student  
492 learning and performance are assigned to designated agents;

493 (D) The extent to which accountability is based on accurate  
494 measures of performance as informed by assessments that are  
495 administered equitably to all students;

496 (E) The extent to which those responsible for governing  
497 accountability regularly report student and school performance  
498 information in useful terms and on a timely basis to school  
499 staff, students and their families, and local policymakers, and  
500 the news media;

501 (F) The extent to which incentives are established that  
502 effectively motivate agents to improve student learning, and the  
503 extent that consequences, which could include rewards,  
504 interventions or sanctions, are predictably applied in response  
505 to performance results;

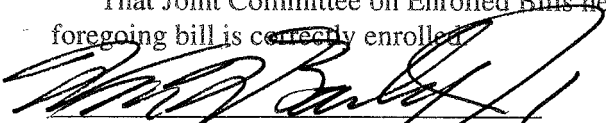
506 (G) The extent to which agents are provided sufficient  
507 support and assistance to ensure they have the capacity neces-  
508 sary to help students achieve high performance standards;

509 (H) The extent to which policy makers work to ensure that  
510 education policies, mandated programs, financial resources, and  
511 the accountability system are well aligned so that consistent  
512 messages are communicated about education goals and priori-  
513 ties;

514 (I) The extent to which the accountability system has  
515 widespread support; and

516 (J) The extent to which various established partnerships  
517 work together to support districts, schools and teachers in their  
518 efforts to improve student achievement.

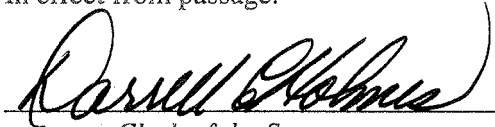
That Joint Committee on Enrolled Bills hereby certifies that the foregoing bill is correctly enrolled

  
\_\_\_\_\_  
Chairman Senate Committee

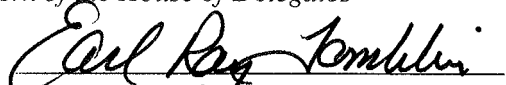
  
\_\_\_\_\_  
Chairman House Committee

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 approved this the 4th  
day of April, 2000.

  
\_\_\_\_\_  
Governor

PRESENTED TO THE

GOVERNOR

Date 3/3/02

Time 2:30pm