

A photograph of a female teacher with blonde hair, wearing a green vest over a white shirt, smiling and interacting with two young students, a girl in a pink shirt and a boy in a red shirt, who are sitting at a desk and working on papers. A red cup filled with colored pencils is on the desk.

**FROM AUDIT
TO ACTION**

Students First

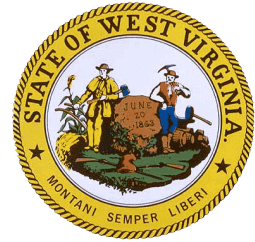
A large graphic of the state of West Virginia is centered on the page. The interior of the state outline is filled with a collage of photographs of diverse students of various ages and ethnicities, all smiling. The background of the entire page is a blue grid pattern.

***West Virginia
Board of Education***

Version 3

**Message to Governor Tomblin
from the West Virginia Board of Education**

November 26, 2012



Thank you for providing the West Virginia Board of Education (WVBOE) with an independent outside analysis of West Virginia's public education system. "The Education Efficiency Audit of West Virginia's Primary and Secondary Education System" contains numerous recommendations for consideration to improve both the operations and programs within our school system that affect the delivery of a thorough and efficient education. As the constitutional body charged with the general supervision of schools, the Board has reviewed and evaluated the audit's recommendations. We are pleased to provide you with our formal response.

Although much has been said about the potential for significant savings that may result from implementation of the audit's recommendations, it is clear to those who have reviewed it, and as is clearly stated by its authors, it is not about saving money. It is about looking at ways to provide a more thorough and efficient system of free schools – improving operational efficiency to increase our capacity to make needed program investments. The expansion of instructional technology, better teacher preparation, induction, evaluation and mentoring, improved recruitment, retention and more competitive salaries, career ladders for teacher leaders and better connecting the education system to work force development are among the needed improvements identified in the audit.

The WVBOE understands the criticism that public education in our state is too state-dominated. Our Board members wholeheartedly support the transfer of more authority and responsibility to the local level. However, the success of this shift depends to a great extent on the ability of the Board and the Legislature to work together to remove Code that constitutes supervision of education, which is a responsibility vested in the WVBOE by the state Constitution.

As WVBOE president, I represent our Board members in promising that we stand ready to begin this dialogue with you, the Legislature, and the greater community of educators. We are not satisfied with our current levels of performance and progress. The Board has begun the process of establishing measureable objectives that challenge all schools to improve student learning. We are developing initiatives on the use of time, teaching, technology, operational and management efficiency, raising educational quality statewide and accreditation restructuring – the game changers that will move the system forward more quickly.

No single audit ever will have all the solutions, and we don't expect this one to act as a blueprint for the future. However, we recognize that an independent review is invaluable in assisting in the discovery of areas of needed improvement, and we consider this to be a good start. Again, the Board expresses its thanks for your leadership and looks forward to our continuing work toward creating a more thorough and efficient system of education in West Virginia.

Sincerely,

A handwritten signature in blue ink, appearing to read "L. Wade Linger, Jr.", is written over a light blue horizontal line.

L. Wade Linger, Jr.
President
West Virginia Board of Education

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Introduction

In the seminal case of *Pauley v. Bailey*, commonly known as the *Recht* case, the West Virginia Supreme Court of Appeals found that public education in West Virginia is a *fundamental constitutional right*. The Legislature has a duty to establish a thorough and efficient system of free schools and the West Virginia Board of Education (WVBOE or the Board) is charged with the general supervision of that system. Through the years, both before and after *Recht*, legislators and Board members, often with leadership from governors, have sought to fulfill those constitutional duties. Although the courts have defined what constitutes a thorough and efficient system of education, many factors combine to make that an ever-moving target, not the least of which are changes in the economy and job markets, the increasing need for post-secondary education and burgeoning new technologies.

At the direction of Governor Earl Ray Tomblin, the “Education Efficiency Audit of West Virginia’s Primary and Secondary Education System” focused on “how West Virginia’s educational system can be better designed to meet the needs of students, elevate their aspirations, and prepare them for post-secondary education and careers.” In January 2012, Public Works, LLC delivered the results of the audit and the Board was asked to respond to the recommendations found in the report. Our complete responses are included in Part II.

However, the Board does not believe that simply responding fulfills its constitutional duty. Although charged with general supervision, the Board views its role as more than supervisory. We must lead and

chart the path forward. To this end, this document will address the overarching themes that go beyond any single recommendation or group of recommendations. Our duty is to provide the ideas, direction, inspiration, and, yes, supervision necessary to secure that fundamental constitutional right of a thorough and efficient system of free schools for each and every student in West Virginia.

The intent of Part I of the WVBOE’s Call to Action is not to address every facet of the Education Efficiency Audit report or provide a detailed action plan for each recommendation; the WVBOE has responded to each individual recommendation in Part II.

Part I outlines the Board’s vision for taking immediate action on the most critical measures, items we refer to as game changers. We present Part I to encourage the reader to look beyond the Education Efficiency Audit as a checklist for changes, to how its themes can positively affect the future of our most precious resource – our students.

It is important to note that the audit themes included in Part I are intentionally not in the same order as the original audit document. We have ordered the sections to align with the Board’s priorities in addressing the measures we consider crucial for immediate action. Part II, the WVBOE’s audit response, follows the same order as the original audit document for ease of cross-reference.

With our students in the forefront, we titled this report “From Audit to Action, Students First.”

To determine what student-centered actions should look like beyond the audit, we used the following process:

- Hours of discussion and debate among members
- Ongoing and constant input and feedback from the West Virginia Department of Education (WVDE)
- Interviews with students, educators and service personnel at the local, district and state level
- Attendance by members at almost all of the statewide public forums conducted by Vision Shared
- Consideration of the report of those forums by Vision Shared
- Consideration of numerous articles, editorials and opinion pieces in the media of West Virginia

These are just a few of the sources considered. As the work of the Board continues, we welcome and will seek additional input from these and other sources.

While the WVBOE supports the overwhelming majority of the report's recommendations for improvement and increased efficiency, we have a broader mission: that of making a difference for each child in our state by assuring our system is focused on better serving each individual child. Our mission is reflected in the details of our three strategic goals: Know, Behave, Accomplish. We realize the education system cannot be operated on magic bullets, but must involve all stakeholders collaborating to replicate our most effective learning systems today and continually planning for what will make effective learning systems in the years ahead.

282,000 public school students in 723 public schools
(417 elementary, 156 middle, 120 high and 30 career/technical)

53 percent of public school children qualify for free or reduced lunch

Operate education programs in 23 juvenile centers within
institutional programs

Operate West Virginia Schools for the Deaf and the Blind,
which include Elementary School for the Deaf, School for the
Blind and Secondary School for the Deaf

24,782 professional educators (teachers and administrators)

13,938 service personnel

The largest school has about 1,850 students while the
smallest only about 38

ABC





Part I: WVBOE's Call to Action

The WVBOE's Call to Action narrative is divided into five sections that follow the general themes of the audit. Each of the sections outlines proposals to suggest what the Board believes are some of the most critical measures to address immediately, items we refer to as game changers.

Develop, Reward and Retain Great Educators

- ☐ Launch a Comprehensive Plan to Prepare and Recruit the Best Teachers
- ☐ Establish an Evaluation System Modeled After National Best Practices and Research
- ☐ Improve Teacher Compensation to Attract and Maintain the Best Teaching Corps Possible
- ☐ Strengthen School Leadership

Raise Educational Quality Statewide

- ☐ Re-imagine Instructional Time
- ☐ Revise West Virginia's Accreditation System

Align Education to Work Force Needs and Careers

- ☐ Prepare West Virginia Students for Their Future

Empower Learning Through Technology

- ☐ Personalize Education with Technology
- ☐ Promote 24/7 Learning
- ☐ Provide Technology Support
- ☐ Advocate for Online Access
- ☐ Fully Fund the West Virginia Virtual School
- ☐ Expand Digital Content



Maximize Operational Efficiencies

- ☐ Reorganize the WVDE
- ☐ Redefine Administration
- ☐ Assess 55 County Boards of Education
- ☐ Streamline the Professional Development System
- ☐ Expand the Capacity of Regional Educational Service Agencies (RESAs)
- ☐ Re-imagine West Virginia Education Information System (WVEIS)



Develop, Reward and Retain Great Educators

- ☐ Launch a Comprehensive Plan to Prepare and Recruit the Best Teachers
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- ☐ Strengthen School Leadership

"We know that from the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents—it is the teacher standing at the front of the classroom," says Arne Duncan, secretary of the U.S. Department of Education.

Facilities, technology, work experiences, extra-curricular activities and many other school-based factors are important, but nothing surpasses or replaces the teacher – nothing. To be successful, any reform requires the commitment of the teachers who labor in our classrooms. Without quality teachers and teaching, we will be unable to provide a thorough and efficient learning system.

Value our teachers we must. If we are to attract and retain the best and brightest to the profession, we must find ways to make their salaries competitive and the work environment attractive. We must provide our teachers secure and competitive benefits and not depreciate their pay through unreasonable benefit costs. We must reduce the unnecessary paperwork we require of our teachers. To support our teachers, we must provide our students with necessary services that come with an adequate number of counselors, school nurses, and the other service providers; our students need to be ready to learn.

In other words, we must do more than say we value our teachers; we must take the actions and provide the resources that demonstrate we value them.

The Board also acknowledges that even the most effective teachers in the most state-of-the-art classrooms cannot accomplish their missions alone. Children are not ready to learn when they come to school hungry, neglected, abused, or concerned about their safety. Our districts and schools must focus on building a community of support for students through organizations such as Parent Teacher Organizations, Local School Improvement Councils, afterschool programs, business partnerships and non-profit wrap-around services. Schools can become a hub for students, but the families and communities must be strong spokes supporting the wheels of change, improvement and innovation for our children.

The recommendations in the Education Efficiency Audit pertaining to teachers are organized under four broad categories:

- ☐ Launch a Comprehensive Plan to Prepare and Recruit the Best Teachers
- ☐ Establish an Evaluation System Modeled After National Best Practices and Research

-
- Improve Teacher Compensation to Attract and Maintain the Best Teaching Corps Possible
 - Strengthen School Leadership

On its face, these categories seem benign, but Board members in attendance at the statewide public forums conducted by Vision Shared learned that the specific recommendations are not without concern among teachers and their employee representatives. Those concerns must be given great weight, but we still must consider the recommendations and – where they appear to have merit – strive for ways to implement them.

It is beyond the scope of this narrative to comment on each of the recommendations. That task is accomplished in Part II of this report. The Board will take the opportunity to address generally the themes and actions in each of the four broad categories.

Launch a Comprehensive Plan to Prepare and Recruit the Best Teachers

For our students to be successful, we must recruit the best prepared and most effective teachers. The two main thrusts of the recommendations in this category are:

1. Provide more flexibility in the hiring of teachers, both in the eligibility of persons entitled to teach and in hiring practices
2. Provide better preparation for teachers at all levels

The Board agrees with most of these recommendations, in whole or in part. Qualified individuals should not be excluded from the profession simply because they did not pursue the traditional route to teaching.

Although the Board notes that seniority of the applicants should be a factor when filling vacancies, it should not be the only factor in law or in practice. No one wants to return to the days when hiring and transfer decisions were purely political or nepotistic in nature, but when objective criteria clearly establish that one professional is more qualified than another, surely our students are best served by recognizing that fact.

In addition, the Board has significant leverage over the preparation of teachers through its accreditation of teacher preparation programs at our institutions of higher education. We are committed to using that authority, in conjunction with any needed legislative actions, to improve the preparation of our teacher force in West Virginia.

Establish an Evaluation System Modeled After National Best Practices and Research

The new West Virginia Educator Evaluation System, adopted by the Legislature and implemented by Board policy, is just taking effect. We believe this new system is an improvement to our previous model and we will be following its effect closely. As data become available and the quality of the new evaluation system is established, the Board will revisit in more detail the Education Efficiency Audit's specific recommendations relating to items such as tenure, hiring, transfer, and dismissal for ineffectiveness. No one wants ineffective teachers to continue in our classrooms, and we need meaningful evaluations and good data to take sustainable actions where ineffectiveness is found.

In an effort to continue refining and improving the West Virginia evaluation

system for educators, and to provide the basis needed for personnel actions, both sanctions and rewards, the Board is committed to a process that will continually improve and identify teacher and principal effectiveness measures. Millions of dollars have been spent nationwide over the past few years in an effort to discover and define what effective teaching looks like. We believe West Virginia should make use of the voluminous research and commit to updating and improving its own set of teacher effectiveness measures that can then be applied more comprehensively in our evaluation system. Making personnel decisions on overly subjective data is suspect at best and legally indefensible at worst. Our dedicated teachers deserve better. Our students equally deserve to have effective teachers in their classroom. The Board is committed to finding and measuring the criteria that allow our administrators to make objective and informed personnel decisions.

Improve Teacher Compensation to Attract and Maintain the Best Teaching Corps Possible

Across the board, West Virginia must improve the pay of our teachers. Our ability to attract and retain effective teachers depends in large part on providing adequate compensation. The Board supports exploring recommendations for programs such as homesteading through low-cost loans and student loan forgiveness. Currently, we support teachers in successfully completing National Board Certification through reimbursement of the associated costs. The Board also would recommend that we financially support our National Board Certified Teachers in their certification renewal required after 10 years.

However, there is no substitute for paying our teachers a just wage for the essential services they provide our state.

Many of the recommendations in this area suggest tying compensation to teacher effectiveness or merit. The Board agrees with the principles underlying these recommendations. However, many of the conditions prerequisite to these decisions are based on teacher effectiveness, and the criteria needed to make those judgments must be developed. The Board is committed to determining those measures in a timely manner by establishing a Board committee tasked with developing the West Virginia Teacher Effectiveness Measure (WVTEM). When WVTEM is in place, we will have the necessary valid measures. We also see merit in finding ways to provide differential pay for those teachers willing to teach in hard-to-staff areas of the state or hard-to-staff subjects. These steps are not as easy to implement fairly as might first appear, and all the consequences of this approach must be considered. Nevertheless, the Board is willing to work with the Legislature to find ways to staff all our schools with effective teachers, regardless of the geographical area or subject matter to be taught.

While the new West Virginia educator evaluation system and the new teacher effectiveness measures are under development, the WVBOE supports exploring whole-school incentives that reward the contributions and coherent work of all those within the school who contribute to higher student achievement and well-being. In some research studies, whole-school incentives have been found to raise student achievement.¹ Student achievement and well-being are influenced by many variables within a school.

Certainly, the quality of instruction within each classroom is a significant factor. However, decades of effective schools research show consistently that the overall operation, coherence, level of expectations and instructional focus centered on learning for all students are the attributes that produce positive results for students. Today's schools operate much like a community with various members charged with providing appropriate services to students. From the school nurse, to the counselor, to the aide, to the school cook, to the principal, to each specialist or classroom teacher, all have important roles in contributing to student success. Whole-school incentives instill collective responsibility on all staff members for creating a rich and supportive environment where each student can learn.

Strengthen School Leadership

The Board supports measures that would invest in principals by removing barriers to entry into school leadership, creating career paths, and giving some authority with accountability. While the Board supports policy revisions to give principals more control of personnel and budgetary matters, we believe this must be done in conjunction with the teacher corps in the school. An effective school requires the cooperative efforts of dedicated principals and effective and motivated teachers. If more authority is to be moved to the schoolhouse level, and we believe that can be a positive event, then principals and teachers must work together to render that new authority productive.





Raise Educational Quality Statewide

- ☐ *Re-imagine Instructional Time*
- ☐ *Revise West Virginia's Accreditation System*

Re-imagine Instructional Time

The issue of mandating 180 days of instructional time has been a topic of concern for many decades. By Code, the West Virginia school calendar is scheduled for 180 days for students and 200 days for educators and service personnel. This automatically means nine weeks of summer down time for our students. In a comprehensive analysis published by the RAND Corp., McCombs and colleagues (2011), it is noted that the performance of elementary students falls by about a month during the summer, and the decline is far worse for lower-income students. The analysis also states that it appears that summer learning loss is cumulative, and that over time this may contribute significantly to the achievement gap.

Well-intentioned governors, legislators, business groups, and education groups have attempted to craft a way to assure that every student is in class at least 180 days each school year. Universally, they have failed. The legitimate need for staff development time, the desire to participate in meaningful extracurricular activities, the inevitable loss of attention near the end of a school year, and most ominously, the weather all have conspired to prevent the ultimate goal of sufficient time for quality instruction leading to mastery for every student. So what is the answer?

While the Board recognizes that a minimum amount of instructional time is critical for

students and of legitimate concern to the public, we do not believe that a goal of providing 180 days of instruction or some other measure of the minimum will be achieved within the confines of the current school calendar structure. In addition, the definition of instructional time must be broadened to include the capabilities of technology, 24/7 learning, and learning outside the school walls beyond the time constraints of the current school day.

The Board believes a new approach not only is required, but also that the time has come for a change in how the school calendar and learning time are organized. Our economy and society ceased to be based on an agricultural model many decades ago. Why should our school calendar be based on an agrarian model? With hundreds of millions of dollars of new school buildings constructed over the past few years, why should they sit empty and idle for months in a year? With the new capabilities of technology, why should we not reconsider the opportunities for a different type of engagement by students? And why shouldn't our students be offered meaningful and authentic real world experiences outside the school? In fact, research does not support the premise that quality instruction is enhanced merely by seat time, but instead points to the engagement of students across a wide range of learning opportunities that should be offered whenever and wherever available.

The Board promotes consideration of a balanced calendar and a broader view of learning time. The WVDE formed a working group of districts interested in year-round school to study the effect and implications of adopting a balanced calendar. This working group contributed to a “Game Changer Position Paper”² presented to the WVBOE in September 2012, on which we rely in part for many facts and representations throughout this section.

The balanced calendar is organized into instructional periods and vacation weeks that are more evenly balanced across 12 months rather than the traditional school calendar. The most common configuration is the 45/15 model in which students attend school for 45 days (nine weeks) and then have an intersession break for 15 days (three weeks). This schedule is repeated four times in the year. There are also other successful models to consider as counties contemplate plans that best fit their families, staff and local employers.

This design reorganizes the traditional school year (180 days of instruction) to provide more continuous learning by breaking up the long summer vacation into shorter, more frequent breaks throughout the year. It does not eliminate summer vacation, but reduces it and redistributes it as break or intersession time during the year. Time during intersessions can be used for remediation and enrichment activities, such as college and career experiences, field- and community-based projects, etc. If this adds to the number of teacher workdays, new or repurposed funding will be needed.

Implementing the balanced calendar will serve to eliminate prolonged lapses in instructional time and will minimize the

summer learning loss that occurs during a typical three-month summer vacation. Summer learning loss is a major concern to educators and parents. While this concern applies to all children, it is especially troubling in children from low-income families. Studies show that about one-half of the achievement gaps between children from low- and high-income families at the beginning of high school are attributed to summer learning loss. Academic disparities between low-income and high-income children increase as children grow older and the achievement gap widens. Year-round education can narrow the gap.

It is also important to note that when schools are closed for the summer, a significant number of our children go without regular, nutritious meals and do not have access to other important support systems provided at school. This affects approximately 53 percent of our students who live in or near poverty and depend on school resources for assistance, according to WVDE Office of School Nutrition’s most recent file of eligibility data taken from October 2011.

The balanced calendar also provides a forum for enhanced teacher planning and instruction. The shorter instructional periods may result in a reduction of teacher fatigue and burnout, higher teacher morale and a reduction in teacher absences. Continuity of instruction leads to a better quality of instruction and a year-round schedule will positively affect the way teachers plan for instruction.

Currently, four West Virginia schools have implemented year-round school calendars. These schools include Piedmont Elementary and Mary C. Snow West Side Elementary schools in Kanawha County,

and Cameron Elementary and Cameron High School in Marshall County. Officials in Cabell County also are considering year-round schooling.

The Board supports the flexibility of local districts and schools in the implementation of the balanced calendar. We recognize that there may be obstacles to address, including inadequate air conditioning, athletic schedules, statewide assessment testing windows and availability of data to schools. These possible obstacles are not insolvable and can be addressed with adequate notice and long-term planning that allow staff and families to adjust. Also, coordination will be needed with institutions of higher education (IHE) to assist teachers in obtaining continuing education and advanced degree course work.

The WVBOE will work with the Legislature to address state Code currently impeding the full implementation of a balanced calendar and will collaborate with teacher and service personnel organizations, as well as parents and community members, to address concerns. Moving to a balanced calendar is a major change in the way education is delivered in West Virginia, but research supports moving in this direction. Tradition alone should not be a barrier to doing the right thing for our students.

Revise West Virginia's Accreditation System

West Virginia's school accreditation system is a cornerstone of school improvement and a requirement of the updated Master Plan for education approved by the court in the *Recht* case. Accreditation is the process by which schools are adjudicated and classified for quality. Accreditation processes are managed by the West Virginia Office of Education Performance

Audits (OEPA), an agency under the direct supervision of the WVBOE, and an agency established as a result of the updated Master Plan.

The WVBOE believes that an accreditation system should foster school improvement and the achievement of West Virginia's educational goals for its children. To meet this challenge, the current system needs improvement. Over time, numerous school improvement policies and processes, including the required strategic planning process, have become cumbersome to schools. When viewed together, they present a set of requirements that do too little to foster school collaboration, innovation, local responsibility and accountability. Recognizing the need to improve the current accreditation system, and to meet the federal mandates for gaining a needed waiver under No Child Left Behind, the Board has begun the process of reshaping our system. With input from local boards of education, superintendents, principals and teachers, the Board seeks to redesign our system to establish clear and rigorous standards for performance, but also to enhance the latitude of schools to reach those standards.

The revision process has been initiated to address several inadequacies of the current accreditation system, many developing in the wake of No Child Left Behind. As it operates now, the accreditation processes focus the bulk of resources and efforts on the lowest performing schools, providing few improvement supports and incentives for the remaining 90 percent of West Virginia's public schools. Furthermore, the various standards and measures by which schools currently are evaluated do not necessarily align with those school qualities essential for educating our children

effectively and efficiently for the global, digital, economically competitive environment in which they will live.

Another disconnect of our current accreditation system is that our state currently supports several school recognition programs based on differing standards/processes, for example, the National Blue Ribbon Schools, sponsored by the United States Department of Education (USDOE), West Virginia Exemplary Schools, sponsored by the OEPA, and West Virginia Schools of

eliminating confusion among schools and the public.

The WVBOE realizes upgrading systems of accreditation is a major undertaking which affects both policy and Code. In light of the role and responsibilities vested in the WVBOE, we request that the West Virginia Legislature eliminate Code barriers to allow the Board to lead this effort through policy. Ultimately, any new system should combine efforts of the county school systems, the WVDE, the eight Regional Education Service Agencies, and the OEPA to support



Excellence, sponsored by the WVBOE. The revised accreditation process should support only one state recognition program driven by a single set of standards, thus



positive school growth in each of West Virginia's 723 schools. This will require thoughtful input and review by the educational community and stakeholders.



Align Education to Work Force Needs and Careers

Prepare West Virginia Students for Their Future

The WVBOE is committed to ensuring that West Virginia's students meet rigorous standards of achievement. We recognize it is equally critical to provide the job skills necessary for our students' future success. Currently, even in the midst of a recession, there are approximately 3.6 million open jobs in America, indicating a skills gap between what is being taught in our schools and what employers require to fill a position. In the state of West Virginia, 90 percent of the fastest growing jobs require some education beyond high school.

West Virginia's policymakers have been on the right track by instructing education leaders in the preK-12 system, career technical education (CTE), and the community and technical colleges (CTCs) to work collaboratively to develop a seamless curriculum and a "continuum of competencies" that allow students to transition from one education level to another, eliminating unnecessary duplication. Although numerous collaborations have been developed, more are needed. Reinstating and reconvening the Governor's 21st Century Jobs Cabinet, an advisory board created to assist with pre-k through post-secondary education issues and to coordinate decision-making among the agencies involved in the state's educational, job creation and economic development efforts. The cabinet would be a beneficial mechanism to ensure cross collaboration between all entities, without competition for enrollment and without programmatic overlap.

Current terminology refers to "middle skill" jobs as those jobs that require training beyond high school but do not require completion of a bachelor's degree. The term "middle" is misleading in that the jobs are in high demand, require high-level training and skills, and result in a salary that is anything but middle. Middle skill jobs include certifications in information technology, computer-controlled machine operators, surgical technicians, respiratory therapists, aircraft technicians, and building and industrial maintenance workers, just to mention a few. Mainstay providers of these programs are career technical centers and community and technical colleges.

Today, more than 54 percent of jobs in West Virginia require middle skill training and only 45 percent of current workers meet even the minimum qualifications for those jobs. Over the next decade, almost half of all new jobs created will be in the middle skill category, generating a work force demand that will make or break the economy of the state.

Addressing the middle skill gap must begin immediately. Among the many challenges is the creation of rigorous and relevant CTE programs, which are clearly and genuinely partnered with specific community college programs.

Recent passage of House Bill (HB) 436 supports and fosters new and strong career pathways from career and technical centers into community colleges. The bill emphasizes program-to-program articulation from CTEs to community and

technical colleges, promoting a proven best practice in transitioning students. Continued support for and implementation of SB 436 will improve the system for middle skill work force development in West Virginia. An improved system will not meet our needs unless we raise the participation rate of secondary students in career technical programs. One approach necessary to help meet that goal is to create an effective pipeline beginning at the middle school level. Starting in middle school or even earlier, students must be able to explore career options and requirements, helping them develop areas of interest and understand what courses are necessary for success in any given field.

It is important to change the mindset of students to open up their thinking toward a broad brush of post-secondary options versus a singular choice. Mentors and e-mentors are important in directing students into pathways where they can see the connection between career development and education options, such as a career and technical college, 2- and 4-year colleges and universities, and vocational programs.

Another potential aid is cross-counseling, whereby CTEs assign personnel to middle school campuses to provide accurate and current information and strategies to all students. The WVBOE believes that a robust cross-counseling program will have several positive effects, including reduced dropout rates and improved student engagement.

Recently, the Claude Worthington Benedum Foundation funded the

establishment of an online tool to allow students to examine areas of career interest and connect to actual jobs in our state. Strategies such as improving the use of job forecasting data can lead to our schools' designing better programs of study to prepare students for their post-secondary education and the workplace. These tools and strategies are important, but West Virginia must have effective mechanisms in place to ensure a seamless curriculum from preschool to college.

Providing flexibility in state Code is important in promoting innovative practices. Innovation Zone legislation has been an excellent beginning, but we need to extend the parameters and its outreach. This will require legislative action, deep and meaningful business partnerships, and educator support.

The ultimate goal is for West Virginia's students to not only achieve high standards of academic achievement, but also to readily access and learn the job skills of their future. As we actively engage our students in their learning through real world experiences mirroring the workplace, students will be prepared and focused on their future careers.





Empower Learning Through Technology

- ☐ *Personalize Education with Technology*
- ☐ *Promote 24/7 Learning*
- ☐ *Provide Technology Support*
- ☐ *Advocate for Online Access*
- ☐ *Fully Fund the West Virginia Virtual School*
- ☐ *Expand Digital Content*

According to Daniel Rosenweig, president of Chegg.com, the No. 1 online textbook rental company, "This may be the first time in our history that students are more experienced and skilled at the most powerful learning tool of our lifetime (technology and the Internet) than those charged with teaching them."³ The implications of this statement are many, but for the WVBOE, it means we must be a leader in the use of technology for instruction and learning.

Many factors point to the need for increased and improved use of technology in our classrooms, and these are just a few:

- ☐ We know from the early adoption of the computer basic skills program in Governor Gaston Caperton's administration that technology friendly learning environments empower youth to grow their skills from the basic to deeper skills, such as collaboration, problem solving and critical thinking, skills that will enable them to be successful in a global knowledge economy.
- ☐ Digital technology makes it possible to link individual needs to customize learning processes for every student in every subject. The students can self-assess their progress, reflect on their

work, set goals, and be the agents for their own learning.

- ☐ West Virginia teachers, students and parents deserve access to real-time data through an online learning platform, which will connect students to a vast array of digital resources and interactive learning processes, as well as store evidence of learning that is much more complex and informative than letter grades and numerical test scores.
- ☐ Experience teaches us that programs like Globaloria, already used in many of our schools, engage our students in critical skills in non-traditional approaches, including gaming and game creation.

Statistics show that nearly 1 in 4 of our nation's students drop out of school, but approximately 93 percent of students are online, 78 percent utilize cell phones, and 40 percent of students own a smartphone.⁴ We must be open to supporting and utilizing the technologies and strategies that our students already are embracing. Many of our students never have known a day without technology as an integral part of their lives. Students embrace devices like tablets and smartphones as learning tools, social media and networking as a preferred communication tool, gaming as a skill

builder, and the Internet as a research tool. If we reach out to all our students with these same tools and engage them in learning, perhaps they will be motivated not only to stay in school, but also to engage at a higher level.

There are any number of strategies we could address in our effort to make West Virginia a leader in digital learning, but the following are some of the most promising.

Personalize Education with Technology

Students learn in different ways and at different paces. Our traditional classroom model did little to recognize these facts, but that must change. One of the WVBOE's priorities is designing a system that meets the personal learning needs of each student. There is no greater enhancement to personalized learning for all students than the effective use of technology.

Personalized learning models, adaptive assessments, data dashboards, early learning warning systems, blended learning, and electronic portfolios are all examples of tools that will assist educators to ensure that each student is learning in the most effective manner.

A critical component for the success of a personalized learning platform is for all students and teachers to have Internet accessible digital devices. The WVBOE is seeking funding from both public and private sources for 1:1 technology to support personalized learning in our middle and high schools. As we move toward that goal, the WVBOE hopes to refine this concept by developing 1:1 pilot programs in select districts, one per RESA.

Every teacher should have 1:1 access now. Until every student has 1:1 access, it must suffice that every student has ongoing access to devices and technology without having to wait. With appropriate guidelines, students may utilize their own smartphones or other devices to support learning. For many applications, this would eliminate the need for scheduling students into a lab or providing multiple new devices. Innovative strategies such as Bring Your Own Device (BYOD) are being tested in schools across the country. These efforts, along with the disparity in technology and broadband access at home, raise serious questions of equity. These are challenges that must be addressed, but we cannot allow them to be roadblocks to quality personalized learning.

Promote 24/7 Learning

During most of the history of public school education, learning has been centered on the delivery of knowledge by a single teacher with a classroom of 20 to 30 students. Teachers were the fount of knowledge and organized and disbursed it to students. Students were expected to absorb that knowledge and in some form demonstrate recall of it. The teacher and the textbook were the primary source of all knowledge students needed to master. Memorization of that knowledge was the expectation of students.

No one could have imagined the effect of digital technology and the World Wide Web on access to information and learning opportunities. No one could have imagined its effect on the economy and the expectations of the work force. Now, any time of the day from most places in our state, students can access information across the globe, visit museums, watch a video on complex algorithms, contact a

scientist, find the answer to essentially any question, or be part of an interactive learning community on a sports hero. The very thought that all important information on a topic could be housed in a single printed text now seems almost silly. We learn, communicate, create, produce our work, and interact in completely different ways than we did 50 years ago. Yet, across our country, learning is still centered in a building, with a teacher and 20-30 students per classroom, 7.5 hours a day and 180 days a year, with most students pursuing the same topics at the same time.

Public schools are filled with tradition and centered within communities that see schooling the way it has always been. Yet, to continue to use outdated and outmoded methods of teaching and learning puts our students increasingly at risk, particularly in our middle and high schools. The WVBOE will begin to release the policy bonds that perpetuate building-delivered, teacher-focused, time-bound learning. Through revised policy, leadership and creative thought, the Board can motivate schools and districts to organize, encourage and credential quality, relevant learning experiences accessed beyond the walls and time constraints of the school day.

Provide Technology Support

The WVBOE is committed to the use of technology as a tool to improve student learning, but we realize this move will require more quality staff development for our teachers and more technology support staff for our system.

The Board underlines the audit recommendation to increase technology professional development offered to all educators, including school and district

leaders, to increase their comfort level with – and use of – technology. The WVBOE proposes that RESAs should take a leadership role in conjunction with the WVDE in providing ongoing, job-embedded technology professional development.

Technology professional development today will look very different from traditional professional development. Opportunities must be explored in the use of digital delivery and video conferencing to reduce classroom absences, travel and other expenses.

There is a critical need for more staff support in two key positions:

- Technology systems specialists (TSSs), to support our teachers in effectively utilizing technology equipment
- Technology integration specialists (TISs), to provide job-embedded professional development designed to integrate technology into the curriculum and to improve delivery

Several school systems employ on-site TISs and/or local technology support staff, and report significant successes. This only highlights the need to provide these staff services statewide.

The WVBOE underscores the importance of providing these supports to teachers and students, and encourages the Legislature to provide the funding necessary to meet this need.

Advocate for Online Access

The WVBOE and the state currently are collaborating with service providers to ensure all teachers and students have

affordable high-speed broadband Internet service. The work at the national level of our elected representatives, especially Senator Jay Rockefeller, has made available the opportunity for every school to have robust broadband service and Internet access.

The increase in online resources has provided many benefits, among them:

- Our students now have frequent opportunities to utilize online resources, such as video conferencing and gaming
- Teachers have the ability to communicate and chat with parents who are not able to make it in person to the school for parent/teacher conferences

There is little doubt that the need for broadband services will increase over time, and the WVBOE implores state government to help schools keep pace with this need.

Fully Fund West Virginia Virtual School

The WVBOE agrees that the state must continue and grow West Virginia's Virtual School (WVVS). Citing a recent report by SRI International (formerly Stanford Research Institute), the audit pointed out that, "many, if not most students are more comfortable learning online than by



traditional methods."⁵ Although much has been accomplished to date, we must embrace a more comprehensive online strategy that provides a blend of online and face-to-face education.

The virtual school has the ability to provide our students with a wide variety of quality online course options, including credit recovery for students who fall behind in their requirements.

The WVBOE is strong in its belief that we must identify a dedicated funding stream for the West Virginia Virtual School as a designated school district, as if it were the 56th district.

Expand Digital Content

The WVBOE has modified policy to provide for advancing the implementation of digital resources in lieu of textbooks and worked with the Legislature to replace textbook terminology with instructional resources terminology to include digital resources. Our state must actively pursue replacing textbooks with digital content, including interactive and adaptive media, when advantageous for students and aligned to local needs. The Board calls upon the WVDE to ensure that by the 2014-2015 school year or sooner, all instructional materials reviewed by the state will include licenses for digital materials.

As West Virginia continues to become a leader in the effective use of technology to personalize and enrich the learning experience for students, the WVBOE will work with the Legislature to provide the necessary leadership and support.



Maximize Operational Efficiencies

- ☐ *Reorganize the WVDE*
- ☐ *Redefine Administration*
- ☐ *Assess the 55 County Boards of Education*
- ☐ *Streamline the Professional Development System*
- ☐ *Expand the Capacity of Regional Education Service Agencies*
- ☐ *Re-imagine West Virginia Education Information System*

Reorganize the WVDE

The Board has tackled questions of operational efficiencies at the close of Part I in recognition that a logical sequence of reorganization and right-sizing an organization requires first knowing what work is being – and will be – required. Initiatives discussed in Part I may require more staff in some areas, such as personnel in RESAs, in order to provide direct support to struggling schools. The WVBOE urges caution with regard to taking bold steps in staffing before we determine how the organization needs to look following implementation of a myriad of other recommendations.

Redefine Administration

The WVBOE agrees that a thorough analysis of the overall organizational structure of the WVDE⁶ should be conducted to achieve better communication and efficiencies so that resources can be repurposed for innovative initiatives. In the months following the release of the audit report, the state superintendent worked to redefine the organization based on current major functions and goals, rather than funding streams. The superintendent reported approximately 30 positions are currently vacant, with all vacancies being reviewed and only critical positions being filled. Of the 30 vacant positions, six of

these are considered top-level positions. The report also recommended increasing the span of control ratio of supervisors to subordinates. The WVDE has addressed this by combining four offices into two, thus eliminating two executive directors. The WVBOE agrees there should not be too many managers managing too few people. The Board continues to stress that WVDE staff must be present at the local level to truly assist the needs of districts and schools, which would involve reallocating resources to RESAs.

The WVDE also has initiated programmatic leadership teams to increase shared leadership and authentic collaboration within the department. The leadership teams may assist in reducing the duplication of efforts and inefficiencies that sometimes occur when “operating in silos,” as described in the report. Teams are expected to plan jointly, vet and adjudicate all WVDE initiatives for alignment in order to improve the achievement of all students.

The Board continues to emphasize that changes must be made to leverage capacity across WVDE offices in ways that expand direct services to schools and students.

Assess the 55 County Boards of Education

The system of 55 local county boards of education and all the associated administration has been the third rail of educational politics, but the Board has determined that a meaningful dialogue surrounding this issue must occur. Currently in West Virginia, 28 county school districts have fewer than 4,000 students, 14 districts educate less than 2,000 pupils, and seven counties have fewer than 1,400 students, the approximate enrollment necessary to meet minimum fixed costs under the state aid formula. Most of the smaller counties also have smaller tax bases than the larger counties and some even lack the financial support that a robust excess levy provides. Nevertheless, these smaller counties must meet the same state and federal requirements, regardless of their total budgets. More importantly, the students in these small counties are entitled to the same high-quality education as students in larger, more affluent counties. These mandates make it necessary for smaller school systems to provide most of the same services as larger, more affluent county systems, whether by filling extra positions or tasking staff with multiple functions. The Legislature has made accommodations in the state aid formula and elsewhere to provide relief for the smaller counties, but at some point the shifting of resources this necessitates is not particularly just. In fairness, and in the spirit of providing an “efficient system of schools,” the inefficiencies of replicating services 55 times in West Virginia must be addressed.

The Board agrees that the WVDE should establish an initiative to help small counties create job-sharing arrangements wherever possible. We urge a broader view, however,

and suggest changes to the context of the system of 55 local boards of education and the unique needs of their students.

Citizens, especially parents of school-aged children, deserve to have a body where they can voice their concerns. Today the 55 local school boards meet that need. But there is no constitutional mandate for that particular organization and there are good reasons to search for more efficient ways to provide those forums without all the costs associated with their current administrative attachments.

In no other area of education in West Virginia is there a clearer reason to put the needs of students above the desires of the adults and to find a way to restructure or remake the system of local boards of education.

Streamline the Professional Development System

The WVBOE agrees that the state should “establish clear state-level leadership on professional development.” As the state institution charged with the general supervision of our school system, the Board should be that state-level leader. The task of professional development presently is scattered among many and diverse organizations including, but not limited to:

- ☐ The WVDE
- ☐ The West Virginia Center for Professional Development (WVCPD or CPD)
- ☐ RESAs
- ☐ State institutions of higher education, both public and private
- ☐ Private vendors who provide products and services to our schools
- ☐ County school systems

□ Local schools

Current law requires the Board to develop a Master Plan for Statewide Professional Development and all the providers of professional development are required to design their offerings along the guidelines in that plan. While this system may look good on paper, there is insufficient quality control or accountability. The dispersion of funding sources adds to the difficulty of holding anyone accountable for a return on investment in professional development.

The Board believes the first step to achieving accountability and efficiencies across the spectrum of professional development is to establish clearly defined lines of responsibilities among the various providers. We believe this simple step will eliminate overlap and allow providers to fully develop their capabilities in their mission areas.

An example of a possible model for statewide professional development delivery may be as follows:

- WVDE is well equipped to deliver professional development related to teacher and school leaders, policy implementation, such as the new educator evaluation, as well as just-in-time training, such as Common Core State Standards.
- RESAs are well positioned to lead regional and school-based educator growth aligned with state goals and the needs of educators. RESAs would focus on building the educator capacity in low-performing schools, as well as offering technology integration and other professional learning best delivered at the local level.
- The West Virginia Center for Professional Development is uniquely

structured to lead professional development designed to increase the capacity of educators to pilot and scale innovation at the classroom, school and district levels. Professional learning would take place on-site in identified model schools, at least one in each RESA, as well as select school-university partnership sites. WVCPD also would continue to lead training for Advanced Placement (AP) and National Board Certification.

- Institutions of higher education, with their focus on applied research and action research, will be ideal partners with WVCPD and RESAs in developing these pilot models of innovation. Professional development schools also may serve as pilot sites, thus taking advantage of successful school-university partnership models.
- County schools systems and local schools would continue to focus on building the capacity of educators by offering professional development aligned to increasing student achievement, to implementing district goals and policies, as well as to assist in the completion of targeted professional development plans recommended through the new educator evaluation system. Many districts have embraced professional learning communities and our professional development model must support this type of embedded, school-based study and learning.

Each of these professional development providers must make a concerted effort to ensure that staff development is locally determined based on outcome and organizational data. This focus on delivery regionally and locally may involve the re-assignment of state and regional personnel.

If the Legislature is inclined to implement this, the Board will work cooperatively to help redirect current funding to implement the structure.

Someone must assume the leadership role, own this issue, and be accountable for the results. The Board is the state-level entity already charged with the general supervision of our schools and the WVDE is the administrative agency to implement the system. The Board looks forward to collaborating with the secretary for the Education of the Arts and the West Virginia Center for Professional Development to achieve accountability and efficiency in our professional development system. To be successful, however, the Legislature must be willing to vest in the Board the authority and resources that now are scattered throughout the system, and then work with the Board as it creates an effective professional development delivery system.

Expand the Capacity of Regional Educational Service Agencies

Two consistent themes running throughout the audit report are the need to eliminate duplication of efforts and distribute centralized resources to the classrooms where they can have the most immediate and effective effect on students. The audit correctly points to RESAs as the logical resources for addressing these needs. Coincidentally, many educators throughout the districts across West Virginia share the same belief.

In closely reviewing the RESA-enacting statute and WVBOE policies, it is clear that RESAs are responsible for

- ☐ providing technical assistance to low-performing schools and school systems;
- ☐ providing high quality, targeted staff development designed to enhance the performance and progress of students in state public education;
- ☐ facilitating coordination and cooperation among the county boards within their respective regions in such areas as cooperative purchasing; sharing of specialized personnel, communications and technology; curriculum development; and operation of specialized programs for exceptional children;
- ☐ installing, maintaining and/or repairing education-related technology equipment and software with special attention to the state level basic skills and SUCCESS programs;
- ☐ receiving and administering grants under the provisions of federal and/or state law;
- ☐ developing and/or implementing any other programs or services as directed by law or by the state Board.

Unfortunately, RESAs have never been able to realize their full potential in performing these functions to the extent envisioned when they were created; reasons for this are worthy of legitimate debate. One obvious reason is that RESAs have never been funded at a level that is required to address the mission. At the same time, other organizations, some under Board control and others not, have established pockets of personnel and capabilities that overlap or duplicate RESA functions. Another explanation is the lack of authority for RESAs to provide technical assistance for low-performing schools and school systems as outlined in statute and policy. Policy or Code should clearly describe the

time and manner in which RESAs are involved in assisting low- performing schools. An example would be when the percent of students below mastery is at a given level, to be determined, RESAs must be involved in the improvement process in a school and district.

Over the last 10 years there has been a lack of proper and credible Board oversight of RESAs. The oversight function has become part and parcel of the state Department of Education and its administrators. As such, RESAs have become less relevant, while the WVDE has increasingly adopted legitimate RESA functions.

The WVBOE agrees with the position that RESAs should be utilized more effectively. In order to do that, the Board believes the following changes need to be made:

- The Board must be more involved in terms of overall RESA oversight both by policy and by coordination with the WVDE staff.
- RESAs must receive far more Board support to accomplish statutory mission and focus, especially to provide technical assistance to low-performing schools and school systems and to provide, as also required by statute, “high quality, targeted staff development designed to enhance the performance and progress of students in state public education.”
- Some personnel resources currently housed in the WVDE, along with the associated funding, may be reallocated to the RESAs to ensure an effective RESA technical assistance and staff development emphasis. This will foster rapidly and readily adaptive services to meet local pupil, school and district needs.

- While the RESAs should continue their efforts to pursue grant funding to augment state funding, RESAs must satisfy statutory duties first and foremost. The practical effect of this recommendation may mean divestiture of some grant-driven initiatives or existing programs that may overburden RESAs from accomplishing statutory objectives, which must remain their priority. Moreover, the state Board should endorse core RESA services whereby individual RESAs may become centers of excellence in targeted areas of expertise.
- RESA governance must shift to include both state and regional structures. The latter is provided through regional councils as directed by statute. In regard to the former, the state Board must develop greater, more informed coordination of all RESAs via statewide structural emphases. Toward this end, the Board must set ambitious but measurable targets for all RESAs, based on their statutory mission and the needs of students and schools within the RESA regions. Any such targets would be subject to Board approval and aligned with WVBOE goals.

With proper oversight by the Board and control over the necessary resources, RESAs will be well positioned to eliminate duplication of efforts and distribute centralized resources to the classrooms where they can have the most immediate and effective effect on students.

Re-imagine West Virginia Education Information System

While it was not the subject of significant scrutiny in the audit, the Board believes that many of the suggested efficiencies cannot be accomplished without a remake of the West Virginia Education Information System. Many of the functions performed by educational agencies at all levels depend on WVEIS, and by any standard, it is not capable of supporting the services our students, staff and parents need.

According to the WVDE website, the WVEIS project was created in 1990 by the state of West Virginia to ensure standardized data collection and reporting to the West Virginia Department of Education.

By consolidating individual county computer systems into several larger RESA-based systems, reporting processes were streamlined and individual county expenses were reduced.

The WVEIS project has grown to include every county Board of Education office and school in West Virginia, and has formed a Wide Area Network (WAN) with links to each RESA office in the state as well as to the state Department of Education.

Student applications on the WVEIS network include student scheduling, student attendance, student grading and several custom programs. Financial and employee applications include payroll processing, human resources, fixed asset inventory, warehousing and purchasing.

Unfortunately, WVEIS is a 22-year-old system that is based on antiquated technology. As such, maintenance of the system is cumbersome, while users are left

to deal with a system that looks and feels out of date. It is also not considered sufficient for supporting some management operations, including human resources (HR). This has led to counties having to implement their own systems to make up for WVEIS shortcomings. A list of known problems with WVEIS is provided in the Appendix.

Additional county systems' software are not integrated, often due to the difficulty and complexity of integrating with a WVEIS that is based on 22-year-old technology. WVDE technology personnel are reluctant to make changes to the system unless absolutely necessary, which ultimately results in less and less compatibility with modern systems which the districts would like to use.

The state is currently in the process of developing a state-of-the-art Enterprise Resource Planning (ERP) system to integrate 118 various information processing systems in state government. The ERP will update and integrate the state HR, financial and procurement systems. Once completed, the new ERP system will allow all state systems to interact, enabling quicker processing and eliminating data input duplication.

The WVBOE acknowledges the existence of WVEIS on the Web (WOW), an Internet-based adaptation of WVEIS that has been under development for more than six years. Based on information gathered through interviews with users in the field, WVEIS on the Web is notorious for missed deadlines and incomplete functionality. A list of known problems with WVEIS on the Web also is provided in the Appendix.

The Board strongly recommends that all public education functions that can be

integrated into the new state ERP system, including financial, procurement and human resources, be migrated from the WVEIS system. Beyond the improvements that the new state ERP can provide, the Board is

committed to working with the WVDE and the Legislature to buy or build a modern and efficient system to replace WVEIS.







PART II: WVBOE Audit Response

In January 2012, Public Works, LLC delivered the results of the Education Efficiency Audit conducted of West Virginia's primary and secondary education system. This audit sought to answer two questions:

- How can West Virginia produce the best possible outcomes for its students?
- How can the citizens receive the best possible return on the money they invest in education?

To identify ways for the state to accomplish these two things, Public Works and its partner, MGT America, examined a number of items, including state policy and finances, and in many cases compared them with other states. They also conducted an in-depth analysis of spending in three counties – Taylor, Harrison and Wyoming – and one Regional Educational Service Agency – RESA 7 – to identify ways they could save money and serve as examples for other RESAs and counties.

The report contains 56 specific findings and recommendations for lowering educational costs in West Virginia. If all of these findings were implemented, the report suggests an annual savings of approximately \$90 million. As we consider financial estimates of Public Works, the Board cautions that these should be viewed more as efficiencies rather than savings. The public education system in West Virginia is in dire need of new investments and repurposing of funds into areas, such as teacher and service personnel pay, technology, personalized learning, and assistance to low-performing schools, much of which was discussed in

Part I. Although we will refer to these estimates sometimes as savings, there is great need to reallocate this money so that it may be better applied to meet the challenges and recommendations raised in the report and this vision statement.

In addition to the potential efficiencies identified, the report contains 75 recommendations for education delivery improvements in three broad categories: (1) better connecting the education system to work force and career futures; (2) making West Virginia the leader in remote technology and distance learning; and (3) supporting and improving school building leadership and classroom teaching. Unfortunately, the audit does not attempt to assess any costs associated with these 75 recommendations.

There are several recommendations with which the Board does not agree or to which the Board qualifies its agreement. Many of the recommendations will require legislative action and some would necessitate the expenditure of significant resources. However, the Board does not believe that the report should be viewed primarily as a list of recommendations that produce savings or which attempt to address existing shortcomings in the system. The Board believes the report should be viewed as a starting point for combining efficiencies with improvements to the way education is delivered so more resources can be focused on what must be a central mission of our state's primary and secondary educational system: improving student outcomes through thorough and efficient learning systems.

The West Virginia Board of Education agrees with most of the recommendations of the report and many of the recommendations have already been implemented or addressed by the Board and the WVDE. Other recommendations require significant changes in the way things are currently done, and will require deep commitment and collaboration between the WVBOE and its educational partners.

the “Education Efficiency Audit of West Virginia's Primary and Secondary Schools.” We envision great potential for improving West Virginia's education system and by combining viable efficiency measures with improvements in the way education is delivered, we will be able to reallocate resources to the WVBOE's central mission: improving student learning for all children.

The WVBOE appreciates the opportunity to respond to each of the recommendations in



1. ***Rethink the organization of the WVDE to organize around major goals or functions, not funding sources.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE is in the process of conducting reorganization based on current major functions and goals rather than funding streams. See the WVDE Organizational Chart.

WVBOE Response:

WVBOE directs the superintendent to organize staffing and budgets around major goals or functions as reflected around the WVBOE's strategic goals to the extent practical within the mix of state and federal funding sources.

2. ***Increase span of control to not less than 1:10 ratios of supervisors to subordinates and reduce number of offices.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Title 1 and Title II offices have been combined into the Office of Federal Programs and are managed by one executive director.

The offices of Human Resources and Healthy Schools have been combined and are managed by one executive director. WVBOE agrees with this recommendation and the ongoing need to identify areas of overlap within departments, followed by the consolidation of functions and adjustment of staffing to meet the demands of the workload.

WVBOE Response:

WVBOE agrees with this recommendation and the ongoing need to identify areas of overlap within departments, followed by the consolidation of functions and adjustment of staffing to meet the demands of the workload.

3. *Reduce number of positions in the department.*

Estimated Cost Savings:

Eliminating 10 of 53 upper level administrative positions would save \$1.2 million per year (salary of \$89,000, salary plus benefits of \$118,000). Reducing staff by 20 percent would generate \$4.5 million per year.

Policy or Code Change Required: No.

Actions Currently Under Way:

All vacancies are being reviewed and only critical positions are being filled. Approximately 30 vacant positions remain unfilled, as reported by the Office of Human Resources. This includes six top-level positions.

WVBOE Response:

WVBOE agrees with the recommendation and notes the WVDE's efforts in this area, which coincide with the Governor Tomblin's request that budgets are tightened by 7.5 percent to ensure fiscal responsibility.

The WVBOE cautions, however, that proposed expansion for technology support, accreditation, educator evaluation, professional development, RESA expansion, and differentiated accountability need to be considered before positions are eliminated or budgets are permanently reduced.

4. ***Consider expanding WVDE's role with RESAs as a vehicle for improved assistance to school districts.***

Estimated Cost Savings: Neutral.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

WVBOE agrees with the recommendation of expanding and strengthening the partnership between RESAs and the WVDE to provide assistance to school districts. In order to build capacity, WVBOE recommends examining staff utilization among RESAs and the WVDE to assist low-performing schools and provide professional development for elementary, middle and high school content and pedagogy.

5. ***Implement additional cross-department initiatives to reduce duplication of effort and ensure funds are used as efficiently as possible.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

In Fall 2012, the WVDE initiated Programmatic Leadership Teams in order to bring a singular focus to improving student achievement in a unified manner articulated across all divisions and offices.

WVBOE Response:

The WVBOE agrees with the recommendation for ongoing structural changes in the department that will improve the approach to assisting districts and students. The WVBOE recognizes the possibilities the new Programmatic Leadership Teams may bring through increased shared leadership and authentic collaboration in the WVDE.

6. ***Implement additional initiatives to partner with school districts and RESAs in order to provide the technical assistance and support districts' needs.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE and RESAs have partnered to provide technical assistance and professional development to districts.

WVBOE Response:

WVBOE agrees with the recommendation to regionalize the majority of professional development and technical assistance in order to provide timely and personalized assistance to schools and districts. The WVBOE directs the WVDE to partner with school districts and RESAs to provide research-based, job-embedded development of educators.

Audit Recommendations:

**FACILITIES: IMPLEMENT EFFICIENCIES IN
SCHOOL BUILDING CAPITAL PROJECTS AND
MANAGEMENT**

**1. Hire state employees
in the School Building**

Authority (SBA) to replace some contracted professional consultants, such as architects and engineers, who are basically used full time because of the amount of ongoing projects conducted by the SBA.

Estimated Cost Savings: \$1.4 million for the state and \$1.1 million for counties over five years.

Policy or Code Change Required:

Amend §18-9-D-3 of Code to place responsibility with the SBA.

Actions Currently Under Way:

W.Va. Code §18 9D-3 (6) allows for additional professional services under the “Powers of Authority.” Therefore, the SBA currently could employ professionals to perform these services.

WVBOE Response:

The WVBOE agrees with the recommendation, however the SBA is not under the auspices of the Board. The WVBOE notes that the proposed savings will be realized only if eight additional staff members were employed to perform architectural services in-house.

2. ***Amend Section 18 of West Virginia Code so that the staff and responsibilities of the Office of Facilities become the responsibility of the SBA.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-9D-1.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE does not agree with the recommendation. The Board is charged with general supervision of schools, and to outsource facilities would be an abrogation of that duty. Facilities are such an integral part of the school system, including our accreditation process, that the Board cannot avoid its duty in this area.

The School Building Authority was established to build and in some cases rebuild schools, not operate or maintain them. That responsibility must rest with the Board. However, the Board calls for the WVDE and the SBA to work together to identify and eliminate unnecessary duplication of services between both state agencies.

3. ***Establish the SBA as the single point of responsibility and authority to address energy issues. This can be done by:***

- ☐ ***amending Section 18 of Code to place responsibility with the SBA for working with counties to reduce all school facilities' energy usage;***
- ☐ ***working with counties to use energy specialists where appropriate to reduce energy consumption and create a new classification for energy specialists in Code.***

Estimated Cost Savings:

Based on the Harrison County savings of \$1.1 million when it hired a specialist and extrapolation of a 10 percent savings on the \$60.1 million spent by counties on energy in 2009-2010, a savings of \$3 million to \$6 million per year in energy savings could be anticipated.

Policy or Code Change Required: Amend Section §18-9D of Code.

Actions Currently Under Way: The Harrison County model.

WVBOE Response:

The WVBOE does not agree that the SBA should be established as the single point of responsibility to address energy issues, but requests that a clarification be considered to assure that a fragmentation of resources and manpower does not exist.

The WVBOE directs RESAs to explore energy management contracts and enter into them as appropriate. The WVBOE also supports allowing schools to use saved energy funds for classrooms.

We applaud the cost-saving measures of the Harrison County model, and call for the creation of a new classification for skilled energy specialists to develop education and incentive programs.

- 4. *Eliminate the SBA expenditure for two-year heating, ventilation, air conditioning (HVAC) maintenance contracts and the cost incurred by WVDE for backing up current HVAC technicians.***

Estimated Cost Savings: \$360,000 savings annually by elimination two-year HVAC contracts.

Policy or Code Change Required: §18-9E-4.

Actions Currently Under Way:

Assurances through the SBA Policy and Procedures Manual that local personnel have necessary training and expertise to service HVAC systems being installed in West Virginia school buildings.

WVBOE Response:

The WVBOE disagrees with this recommendation in conjunction with the recommendations for testing and hiring certified technicians. The additional costs associated with hiring certified technicians across the state will exceed the projected savings.

- 5. *Develop and streamline written procedures to define roles and responsibilities and timeframes for action for each agency involved in facilities planning.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: N/A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE requests that the SBA and the WVDE work on a clarification of procedures to clearly define the roles and responsibilities for these agencies related to facilities planning.

6. ***Modify Code to allow the SBA to use funds for technology equipment.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-9D-2 – specifically excludes the purchase of computers and equipment used for instructional purposes.

Actions Currently Under Way:

Current state Code allows the SBA to use funds for utilities and equipment that support instructional technology. To date, the SBA has clarified and incorporated funding technology wiring into all new, and where appropriate, renovated projects funded by the SBA.

WVBOE Response:

The WVBOE agrees with this recommendation and calls upon the SBA and the WVDE to develop a process to avoid duplication of effort. The WVBOE recognizes that the future success of West Virginia's students hinges on increasing the availability of technology, and supports allowing the SBA and counties to include equipment purchases as part of the furnishings of new or renovated construction problems. The Board recommends the SBA and the WVDE work out a process to avoid duplication of effort, and require the SBA to review the change order process to ensure money is not being taken away from technology.

The Board also recommends that the specific technology needs of districts and schools related to technology, such as computer lab equipment and configuration, be accommodated.

- 7. *Amend the Code to allow the SBA and counties to use all methods of financing, including lease-purchases, to acquire technology equipment.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-9D.

Actions Currently Under Way:

The SBA and the WVDE staffs, through a subcommittee established by the SBA, are currently exploring financing methods for instructional technology, including lease-purchases. A report will be forwarded to the governor.

WVBOE Response:

The WVBOE agrees with the recommendation that state Code be amended in alignment with the report created by the subcommittee of the SBA and WVDE staffs. However, caution must be exercised in utilizing lease-purchase agreements to acquire technology equipment due to the rapid change in tech needs and specifications.

-
- 8. *Use lease-purchase agreements so that counties can expedite capital projects.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-9D-3 – relating to the powers of the SBA to enter into a lease-purchase agreements.

Actions Currently Under Way:

This option is currently available to the SBA and the counties, but has not been used.

WVBOE Response:

The WVBOE agrees with the recommendation of the use of lease-purchase agreements so that counties may expedite capital projects by allowing for private funding which otherwise would not be available. The SBA should make lease-purchases a part of its analysis when making decisions about projects and funding.

Audit Recommendations:**FACILITIES: REASSESS CEDAR LAKES
CONFERENCE CENTER OPERATION**

- 1. Move Cedar Lakes Conference Center (CLCC) out of the WVDE to a department with the resources, expertise and mission to support a facilities operations.**

Estimated Cost Savings: \$303,000 in year one, \$1.7 million over five years.

In addition, the WVDE has the potential to save several thousand to millions of dollars by utilizing CLCC through savings in payment for meeting space and a reduction in meal costs.

Policy or Code Change Required: §18-2-16.

Actions Currently Under Way:

Cedar Lakes Foundation has requested the Board endorse its work to develop a five-year strategic plan detailing an innovative approach for education and training needs.

The WVDE has convened the Cedar Lakes Foundation and drafted a proposed plan to refocus the educational mission of Cedar Lakes and focus on donations to the foundation.

Deeds were researched, copied and given to the WVDE Legal Office and to the executive director of Internal Operations. A financial statement was provided to the assistant superintendent of Student Services and the executive director of Internal Operations. This research was used to inform the Board's response.

WVBOE Response:

The WVBOE agrees with the recommendation to move Cedar Lakes Conference Center from the WVDE, and recommends retaining the mineral rights to support West Virginia classrooms.

The WVBOE recommends that another department with appropriate resources, expertise and mission support and administer the CLCC.

2. ***Exempt Cedar Lakes from WVDE's statutory requirement to match county service personnel wage levels.***

Estimated Cost Savings: \$353,910 savings over five years.

Policy or Code Change Required: §18A-4-18.

Actions Currently Under Way:

Full-time positions are being replaced with part-time staff when full-time staff resign or retire.

WVBOE Response:

If WVDE continues to operate CLCC, we will not support this recommendation.

3. ***Continue to encourage state departments, particularly educational agencies, to use Cedar Lakes Conference Center facilities.***

Estimated Cost Savings:

CLCC has estimated that the state departments could save thousands to millions of dollars in the cost of paying for meeting space and a reduction in the cost of meals and refreshments, etc.

Policy or Code Change Required: No.

Actions Currently Under Way:

Students utilized the facility this summer for high quality summer camps.

Several renovations have been completed and upgrades have been made to the conference meeting hall. Presently, the assembly hall is being renovated and expanded.

The WVDE reports there has been an increase in the usages by the WVDE, resulting in increased revenue for Cedar Lakes and a cost savings for the WVDE. Exact figures were not available.

WVBOE Response:

If the WVDE continues to operate CLCC, WVBOE encourages state agencies to use CLCC. However, the facilities must be continually upgraded to support 21st century technology.

4. *Increase Cedar Lakes advertising and promotion efforts.*

**FACILITIES: REASSESS CEDAR LAKES
CONFERENCE CENTER OPERATION**

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE has proposed meeting with Division of Tourism and Commerce to request CLCC be included in its marketing strategy.

WVBOE Response:

If the WVDE continues to operate CLCC, the WVBOE encourages increased advertising and promotion efforts, and directs the WVDE to meet with Division of Tourism and Commerce to request CLCC is included in its marketing strategy.

However, if CLCC is to be marketed as a viable professional development venue for educators, additional renovations will need to be made.

5. *Review Cedar Lakes' lodging and conference meeting fees and remove any barriers preventing CLCC from charging market rates.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

There are no barriers preventing CLCC from charging market rates. These rates are reviewed annually by the WVDE.

It is important to note that this facility is not comparable to a commercial hotel or motel, but it may be worthwhile to compare these rates to another education venue, such as West Virginia University's (WVU) Jackson's Mill.

6. ***Increase private donations and support for Cedar Lakes.***

**FACILITIES: REASSESS CEDAR LAKES
CONFERENCE CENTER OPERATION**

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

If the WVDE continues to operate CLCC, the WVBOE calls for efforts to increase private donations and support for CLCC.

Audit Recommendations:

**HUMAN RESOURCES: CONSIDER INTEGRATION
OF HUMAN RESOURCES SYSTEM**

- 1. Conduct a thorough system analysis, including cost and return on investment estimates, and develop plans to integrate the education HR systems in Enterprise Resource Planning.**

Estimated Cost Savings: Savings would likely accrue in years nine to 19 after implementation.

Policy or Code Change Required: No.

Actions Currently Under Way:

HR ERP module planning has already commenced, including the selection of the ERP vendor.

WVBOE Response:

The WVBOE agrees with the recommendation and supports the integration of the HR systems in ERP in order to tie WVDE into the state system to improve management and provide transparency.

The current WVEIS system cannot be adapted to offer the needed capabilities, as it is outdated and incompatible with modern systems, and approaching becoming un-maintainable.

Audit Recommendations:

HUMAN RESOURCES: UPDATE DISTRICT AND WVDE HIRING PRACTICES

1. ***Amend state Code to eliminate the current WVDE and county job applicant and evaluation system and replace them with the Division of Personnel's system.***
2. ***Amend section 18A-4-8e to eliminate the requirement that counties provide at least one day's training before administering a job test.***

Estimated Cost Savings:

Long-term integration into the state ERP system could generate savings. Upgrading WVEIS would not be cost effective.

Elimination of potential legal liability also will be a significant savings that cannot be determined at this time.

Fiscal resources also would be needed initially.

Policy or Code Change Required:

Amend Code §18A-4-8(a), which provides unique requirements county boards must follow for hiring. Amend §18-4-8e, which includes competency testing.

Actions Currently Under Way:

The WVDE participated in meetings with other state agency representatives and provided input into the design of the forthcoming ERP system. The department will utilize those features of the system that coordinate with and improve the efficiency of the WVDE Office of Human Resources.

WVBOE Response:

The WVBOE agrees with the recommendation and supports central state testing for service personnel for increased proficiency and cost savings. The WVBOE recommends at the least the development of common scripts for test proctors and establishing standard testing times and locations.

The Board concurs with the elimination of the requirement that counties provide at least one day training before administering the test.

Audit Recommendations:

**TRANSPORTATION: IMPROVE TRANSPORTATION
SYSTEMS AND TRAINING**

**1. *Purchase one bus
routing system for the
state.***

Estimated Cost Savings:

\$4 million in total net savings in years 2014-2017 minus the system's hardware, software and maintenance costs in FY 2013 of \$1.9 million with a 5-year savings of \$2.125 million.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE has issued a Request for Information (RFI) and has conducted interviews. A Request for Proposal (RFP) is presently being drafted by WVDE that will be evaluated by an expanded stakeholder committee. The contract will be awarded prior to January 1, 2013.

Currently, nine counties are using routing software systems compatible to the new state system.

WVBOE Response:

The WVBOE agrees with the recommendation and calls upon the WVDE to purchase the system by the first quarter of the 2013-2014 school year with full statewide implementation in 2014-2015.

The Board calls for an evaluative study to determine all counties' needs and whether they have the necessary infrastructure, including 911 Mapping, necessary to fully use the system.

2. *Expedite the rollout of the RESAs bus driver training program to the entire state, (unless a county demonstrates a lower cost training option).*

Estimated Cost Savings:

RESAs 1 and 7 have saved approximately 20 percent of their county bus driver training costs.

Policy or Code Change Required: No.

Actions Currently Under Way:

The pilot training program used in RESA 1 and 7 has been expanded to all eight RESAs. In addition, the WVDE has trained examiners in all eight RESAs. Beginning in September, all RESAs were able to certify bus operators. This will eliminate the need for the WVDE to schedule bus inspectors for this task.

WVBOE Response:

The WVBOE agrees with the recommendation and commends each of the RESAs for developing and expanding this training program throughout all eight agencies.

3. ***Establish statewide school bus equipment and fuel contracts to be administered by the Office of School Transportation \$700,000 per year.***

Estimated Cost Savings: \$700,000 per year.

Policy or Code Change Required: At the October 2012 WVBOE meeting, the Board approved a waiver to Policy 4334 to allow the use of propane gas in the fueling of school buses.

Actions Currently Under Way:

A Request for Quote (RFQ) has been submitted to the state purchasing division for fuel contracts.

WVDE is also bidding Original Equipment Manufacturer (OEM) parts statewide and routing systems for the first time.

An additional RFQ is needed for bus safety equipment and accessories. A stakeholder committee was formed and has held meetings to gather input. The districts have been surveyed to determine a list of the most frequently purchased parts. The WVDE goal was to have the RFQ completed and to State Purchasing prior to November 1, 2012.

WVDE is currently conducting a pilot that will inform the new bus specifications.

WVBOE Response:

WVBOE agrees with this recommendation and notes that the WVDE has already begun work toward accomplishing this recommendation.

Audit Recommendations:

TRANSPORTATION: REVIEW POLICIES CONCERNING MID-DAY BUS TRIPS

- 1. Modify West Virginia Code and state Board policies to eliminate the requirement for counties to pay additional compensation for bus drivers who do bus runs during regular work hours (focus is on mid-day runs).**

Estimated Cost Savings:

\$900,000 per year and \$4 million over five years if 80 percent of counties reimburse in the same manner as Harrison County.

Currently, 35 counties pay for mid-day trips within normal business hours. In 2010-2011, 23,599 trips were made. The runs take 30 to 60 minutes, but reimbursement is for two hours.

Policy or Code Change Required: This recommendation does not necessitate a policy or Code change. However, implementation would require a two-thirds vote of all district bus drivers.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the spirit of the recommendation. This recommendation does not necessitate a policy or Code change. However, a two-thirds vote of all district bus drivers is required. Possible alternatives include:

- ☐ Schedule regular 8-hour work days as in Kanawha County to include mid-day runs; consider using drivers to assist schools as an additional aide during open times during the 8-hour day.
- ☐ Standardize compensation for mid-day runs to a fixed fee.
- ☐ Bank unused hours based on an 8-hour day that may be used for mid-day or special runs.

Audit Recommendations:

**ANCILLARY SERVICES: USE ALL APPROPRIATE
LOCAL HEALTH SERVICES AVAILABLE TO
REDUCE DUPLICATION AND COSTS**

1. Amend West Virginia

Code to allow counties

to use nurses and other appropriate health professionals in all health care agencies such as Federally Qualified Health Centers (FQHC) to serve as school nurses.

Estimated Cost Savings:

\$1.8 million per year from eliminating school nurses and using those from FQHC.

Policy or Code Change Required: Code §18-5-22.

Actions Currently Under Way:

Currently, if counties post for a school nurse, but are unable to attract qualified applicants, they are still restricted and cannot use their school-based health staff to provide services.

The Office of Healthy Schools provided technical assistance to school systems and communities to expand school-based health centers resulting in a rapid increase of the opening of new centers. This will increase the advantages that could come from legislation to expand contracting ability for school nursing services to health care providers.

WVBOE Response:

The WVBOE agrees with the recommendation of flexibility for counties to use appropriate health care professionals, such as a nurse practitioner or physician's assistant, in order to (a) allow school-based health centers to write the health care plans; and (b) train aides to free up nurses to provide other services.

The WVBOE calls upon the Legislature to modify Code to allow flexibility for counties to use appropriate health care professionals.

The Board supports exploring ways for expanding needed services without dramatically increasing costs.

2. ***Amend West Virginia Code to require these health care centers to perform the duties of a***

school nurse, free of charge, as payment for the use of school facilities.

ANCILLARY SERVICES: USE ALL APPROPRIATE
LOCAL HEALTH SERVICES AVAILABLE TO
REDUCE DUPLICATION AND COSTS

Estimated Cost Savings: N/A.

Policy or Code Change Required:

W.Va. Code §18-5-22(b) would have to be amended with new language.

Actions Currently Under Way:

Current ratio of 1 school nurse to every 1,500 students in Grades K-7 is already severely limited by W.Va. Code §18-5-22 (b). The current high acuity health care needs of students go beyond a simple ratio.

WVBOE Response:

The WVBOE does not support this recommendation to amend Code to require these health centers to perform the duties of a school nurse, free of charge. Many of these health centers would be willing to negotiate with local schools regarding the costs of their services and payment for facilities. The Board believes mandating this in state law would be restrictive and perhaps counter-productive to agreements with health care centers.

Audit Recommendations:**ANCILLARY SERVICES: REORGANIZE
PROFESSIONAL DEVELOPMENT FOR EDUCATORS****1. *Establish clear state-level leadership on professional development.*****Estimated Cost Savings:**

No substantial cost savings involved; but will serve to eliminate the inefficiency and confusion in the field that currently exists due to the separate operations.

Policy or Code Change Required:

§18-2-23A (Master Plan), §18-2-24 (WVDE collaboration with IHE), §18A-3-8 and 9 (local county and service personnel advisory councils), §18A-3C-3 (comprehensive teacher induction and growth), §18A-3-2b and others relating to beginning teachers and mentors.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the audit finding that state-level leadership in this area has become fragmented. While well intended, the above referenced statutes each address the delivery of programs to improve the professional practice and knowledge of school employees through different and in some cases conflicting delivery models, exacerbating the program fragmentation, adding costs and reducing focus.

The WVBOE views the fragmentation of leadership that has evolved over the years as a substantial erosion of powers and responsibility vested in the WVBOE by the state constitution. The WVBOE will appoint a WVBOE Professional Development Advisory Committee to assist in streamlining regional and local professional development advisory and policymaking structure for this recommendation and others as appropriate in this sequence of recommendations through No. 16.

2. Consolidate advisory functions related to professional development.

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18A-3-8 and §18A-3-9.

Actions Currently Under Way:

The WVBOE, through its Professional Development Committee, has formulated the 2012-2013 Professional Development Master Plan.

WVBOE Response:

The WVBOE agrees with the recommendation that advisory functions for professional development should be consolidated by the 2013 school year into a single entity in order to adjudicate professional development offerings and apply standards.

3. Streamline regional and local professional development advisory and policy making structure.

Estimated Cost Savings: N/A.

Policy or Code Change Required: See Code identified in No. 1 of this section.

Actions Currently Under Way:

The WVDE annually reviews the professional development section of district strategic plans.

WVBOE Response:

The WVBOE agrees with the recommendation to use a bottoms-up approach to design a professional development plan that is both flexible and responsive to the actual needs of schools and teachers.

We support the RESAs in leading customized professional development aligned with specific state professional development goals and individual district and school professional development sections of their strategic plans. The Board will appoint a WVBOE Professional Development Advisory Committee to assist in streamlining regional and local professional development advisory and policymaking structure as stated in No. 1 of this section.

4. *Refine and use Master Plan for Statewide Professional Staff Development as a true strategic planning tool.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: 18A-3A (Center for Professional Development). See Code identified in No. 1 of this section.

Actions Currently Under Way:

The Master Plan has been revised and measurable goals have been set for a verifiable evaluation. The process used to compile the 2012-2013 Master Plan utilized district level professional development plans, adoption of Learning Forward (formerly the National Staff Development Council) Professional Development Standards, the adoption of a definition of professional development that distinguishes professional development from technical assistance, and involvement of all offices within the WVDE, RESAs, the WVCPD and Marshall University.

WVBOE Response:

WVBOE agrees with the recommendation and calls for the revised Master Plan for Statewide Professional Development to be distributed by January 2013 to represent all professional development providers, including schools and districts.

5. *Determine the best and most cost-effective professional development delivery model for the state.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: See Code identified in No. 1 of this section.

Actions Currently Under Way:

The WVDE has initiated the development of a new system for determining the benefits and potential challenges associated with various online and other venues for providing professional development.

A pilot has been conducted by the WVDE to research the effectiveness of the new evaluation policy that may be used to determine feasibility of this delivery model.

WVBOE Response:

The WVBOE agrees with the recommendation and stresses the urgency of the recommendation to determine the most effective professional development model.

The WVBOE proposes that a statewide study group appointed by the WVBOE Professional Development Advisory Committee assess professional development needs assessments and determine the most effective model.

The WVBOE recommends acquiring external expertise on creating a cost-effective delivery model.

6. *Improve professional development data to minimize course duplication.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation to minimize course duplication, and recommends creation of an online statewide professional development registration site with unique teacher and course identifications through a longitudinal data system.

7. ***Continue to refine evaluation tools to determine the effects of professional development on teacher practice and student achievement.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The evaluation of the 2010-2011 Master Plan laid the groundwork by surveying educators and asking how professional development affected their knowledge, behavior and skills, and attitudes and beliefs. These survey results were limited and the WVDE has refined its survey approach.

WVBOE Response:

The WVBOE agrees with the recommendation and calls upon the WVDE Office of Research to assess the effect of all professional development on student achievement.

8. ***Provide adequate funding for RESAs to become centers of excellence for teacher quality and professional development.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation and advocates for funding to strengthen and professionalize RESAs in order for them to become centers of excellence for both professional development and teacher quality, particularly related to low-performing schools and high need areas, such as science, math and technology.

9. *Establish research-based state standards to create a vision for high-quality professional development.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Professional development standards have been established.

WVBOE Response:

The WVBOE agrees with the recommendation and calls upon the Board's Professional Development Advisory Committee to develop a plan utilizing the professional standards to create high-quality professional development that will directly affect student achievement.

10. *Use student achievement data to assess the effectiveness of professional development.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Currently, a statewide platform is being considered to assess this type of data.

WVBOE Response:

The WVBOE agrees with the recommendation to develop a mechanism to collect data and determine whether student learning is affected by changes in teacher practice as a result of professional development.

11. *Modify statutory language on teacher mentoring to provide for greater flexibility, accountability and efficiency.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

HB 4236 passed during the 2012 legislative session.

§18A-3-2b – related to beginning teacher internship referenced with flexibility of HB 4236.

Actions Currently Under Way:

In June 2012, the West Virginia Board of Education adopted guidelines that align with HB 4236 to create a comprehensive infrastructure that routinely supports a continuous process for improving teaching and learning. The guidelines allow more flexibility for local school systems to determine how best to use the state teacher mentoring fund and design systems aligned with best practice that support the professional growth of all educators.

WVBOE Response:

Code has already been modified to eliminate prescriptive language on teacher mentoring and provided greater flexibility, accountability and efficiency. This recommendation was addressed in June 2012. The Board recommends continual review and evaluation of teacher mentoring.

12. Clarify training expectations for mentor teachers.

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18A-3A-3 (2).

Actions Currently Under Way:

Center for Professional Development currently offers this training according to Code.

WVBOE Response:

The WVBOE agrees with the recommendation, and calls upon the Legislature to revise state Code to allow counties autonomy to provide customized training as defined by the state.

13. Review WVDE policies and utilize waivers to allow more flexibility in how schools can use state teacher mentoring funds.

Estimated Cost Savings: The Cabell County Innovation Zone model of hiring full-time mentors allows districts to save on the cost of hiring substitute teachers for mentor/mentee days.

Policy or Code Change Required: No.

Actions Currently Under Way:

The state Board of Education adopted guidelines in June 2012 that allow more flexibility in how schools can use the state teacher mentoring fund and establish best practices for supporting the professional growth of all educators.

WVBOE Response:

Code has already been modified to eliminate prescriptive language on teacher mentoring and provide greater flexibility, accountability and efficiency. This recommendation was addressed in June 2012. The Board recommends continual review and evaluation of teacher mentoring.

14. Evaluate ways to establish best practices and improve compliance with state laws and policies governing teacher mentoring.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Cabell County Innovation Zone model of teacher mentoring has evaluated ways to establish best practices.

WVBOE Response:

WVBOE agrees with the recommendation and calls upon districts to evaluate ways to share best mentoring practices, as well as to recommend which practices should be standardized statewide.

15. Allocate state and local professional development spending to identify priorities.

Estimated Cost Savings:

It is reasonable to project savings of at least 10 percent through elimination of redundant, ineffective, or professional development that is unrelated to the state's educational goals. This would equate to \$2.26 to \$6.77 million annually; \$11.3 to \$33.9 million over five years. In addition, local districts could achieve substantial savings if they also reduced redundancy and focused resources and efforts on identified goals.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVBOE has established a Professional Development Committee and the formulation of a Master Plan for Professional Staff Development.

Professional Development Standards have been adopted based on Learning Forward standards.

All district level plans for professional development are reviewed by the WVDE.

WVBOE Response:

The WVBOE agrees with the recommendation that policymakers have a clear understanding of statewide professional development goals and make funding decisions accordingly.

16. Maximize West

Virginia's professional development funding by actively pursuing all available federal and private grant opportunities.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE created a manager of grant procurement in the Office of Research to obtain federal and private funding.

WVBOE Response:

The WVBOE agrees with the recommendation that the grant procurement manager in the Office of Research focus efforts in obtaining federal and private money in order to maximize West Virginia's professional development funding during the 2012-2013 calendar years.

Audit Recommendations:**ANCILLARY SERVICES: UTILIZE COOPERATIVE
AND POOLED PURCHASING**

- 1. Work with counties and RESAs to develop a purchasing plan that will combine purchasing of common goods and services to achieve economies of scale.***

Estimated Cost Savings:

\$5.1 million per year assuming a 2 percent cost savings over the \$256.6 million counties and RESAs spent on goods and services in 2009-2010.

Policy or Code Change Required:

State Board Policy 8200 has already been revised.

Actions Currently Under Way:

The West Virginia Legislature has passed a joint resolution to study state purchasing requirements. Policy 8200 has been revised to clarify that the WVDE, RESAs and vocational centers can utilize local purchasing cooperative or legitimate government purchasing cooperative that has obtained competitive bids or purchase directly from a General Services Administration schedule without seeking additional competitive bids.

WVBOE Response:

The WVBOE agrees with this recommendation and requests that counties participate in these types of national purchasing plans to streamline procedures and garner significant cost savings. Recommend others utilize the RESA 2 Model, [RESA 2 has become the statewide representative for the Association of Educational Purchasing Agencies (AEPA) and is encouraging all county boards and RESAs to utilize its services].

2. ***Amend Chapter 5A, Article 3 of the West Virginia Code to allow schools operated by the WVDE to purchase materials and services from county and RESA cooperative contracts.***

Estimated Cost Savings: \$5.1 million annually, calculated on a savings of 2 percent of the cost of these goods and services.

Policy or Code Change Required: Chapter 5A, Article 3 of the Code.

Actions Currently Under Way:

RESA 2 has become the statewide representative for AEPA and is encouraging all county boards and RESAs to use its services.

WVBOE Response:

The WVBOE agrees with the recommendation to amend the Code and commends the work of RESAs and the WVDE that has enabled purchasing from cooperative contracts. The Board is exploring the effect this will have on functions directly related to the Office of Institutional Education Program Schools and West Virginia Schools for the Deaf and the Blind.

Also, please note that this Educational Efficiencies Audit response was incorrectly worded. Text should reflect that the schools are operated by the WVBOE, and not the WVDE.

-
3. ***Amend 5A-3-19 of West Virginia Code to exempt the WVDE from the state's procurement laws that require competitive bids and RFPs when the WVDE uses state Board approved consortiums.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §5A-3-19.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation to amend the Code.

Audit Recommendations:**ANCILLARY SERVICES: MAXIMIZE LIMITED LOCAL PERSONNEL RESOURCES**

- 1. Establish an initiative through the WVDE to help small counties create job-sharing arrangements, wherever possible.**

Estimated Cost Savings:

May not generate savings, but may improve performance.

Policy or Code Change Required:

No change required. Existing Code §18A-4-8d allows counties to share services of central office personnel. Currently, few counties exercise this provision of the law.

Actions Currently Under Way:

Gilmer and Lewis counties are currently building a school and operating under a memorandum of understanding (MOU). It is important to note that in such instances, clear guidelines for equitable distribution of resources and decision-making agreement must be clearly established prior to entering into job-sharing arrangements.

WVBOE Response:

The WVBOE agrees with this recommendation and calls for

1. county boards to meet together in their RESA region to determine areas to effectively and equitably share services and submit a report to the WVBOE by July 1, 2013;
2. the establishment of a broad-based Blue Ribbon Commission to study the future of small school systems. Report conclusions to the Board by January 1, 2014.

The Blue Ribbon Commission will recommend how to more efficiently deliver educational services, as well as implications for Code and policy. The Board is committed to ensuring local voice and representation is preserved. The WVBOE encourages other schools and districts to consider models similar to the Gilmer/Lewis MOU for shared schools, if applicable.

Audit Recommendations:

REGIONAL COORDINATION: IMPROVE OVERSIGHT AND ACCOUNTABILITY OF REGIONAL EDUCATION SERVICE AGENCIES (RESAS) TO MAXIMIZE RESOURCES

1. ***Establish a comprehensive strategic planning process to review each RESA's capabilities, strengths and current services.***

Estimated Cost Savings:

\$782,000 per year based on 10 percent projected cost-savings in insurance, communications, utilities and energy, supplies, and equipment.

Policy or Code Change Required: No.

Actions Currently Under Way:

RESAs have developed a strategic planning process through the WVBOE RESA Committee.

WVBOE Response:

The WVBOE agrees with the recommendation to establish a strategic planning process to review the RESAs' capabilities, strengths and current services. The WVBOE calls for the results of the process to be published and communicated to counties and schools to make them aware of the RESAs' capabilities aligned to their personalized technical assistance needs.

WVBOE calls for the RESAs strategic plan to be directly tied to the WVBOE's goals and priorities.

2. Clarify the core services each RESA should provide and identify opportunities for collaboration.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation that each RESA assess the core services currently being addressed as related to the areas of service required of RESAs by Code in a matrix to be shared throughout districts.

The Board suggests a statewide forum be held to share individual RESA core services and capabilities to increase collaboration between agencies and increase statewide awareness.

The Board also recommends RESAs should be working together on many back office functions, such as cooperative purchasing, assistance in recruitment, assessing possible energy savings, and other functions districts must perform in order to operate best.

3. Standardized RESA job descriptions so that the WVDE can rely on a more consistent understanding of the expertise and ability of RESA staff.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

RESAs completed the standardized job descriptions, as of October 1, 2012.

WVBOE Response:

The WVBOE agrees with this recommendation and commends the RESAs for completing this action.

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- 4. *Establish a formal role for RESAs to more effectively use them to help identify struggling schools and to work, in cooperation with the WVDE and the district, in developing interventions.***

REGIONAL COORDINATION: IMPROVE OVERSIGHT AND ACCOUNTABILITY OF REGIONAL EDUCATION SERVICE AGENCIES (RESAs) TO MAXIMIZE RESOURCES

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

As of April 2012, the WVBOE is requiring a quarterly report describing what kind of technical assistance RESAs are currently providing in low-performing schools. RESAs have been built into the school improvement model so that they become partners in a cohesive process to improve struggling schools.

WVBOE Response:

The WVBOE agrees with part of this recommendation that RESAs take a more formal leadership role in assisting low-performing schools and to work with the OEPA and the WVDE to develop interventions.

The Board directs RESAs to work with school improvement a significant amount of their time. The Board calls for realignment of staff in the RESAs to serve low-performing schools and also provide additional assistance by utilizing WVDE staff currently assisting low-performing schools. It is also imperative that the WVDE provide RESAs with the necessary data to develop interventions in these schools.

5. ***Educate districts on the role of RESAs and correct the perception that districts must invite RESAs into the county.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation that the role and capabilities of RESAs be formally communicated to districts as valuable and necessary partners in serving low-performing schools, school improvement, and delivering high quality regionalized professional development.

The WVBOE recommends developing an MOU between RESAs and districts in order to formalize their collaboration.

6. ***Develop a comprehensive policies and procedures manual, including financial procedures, to provide for more consistent operations of the RESAs.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

RESAs recently adopted a policy and procedures manual for all RESAs to ensure alignment.

WVBOE Response:

The manual has been written and adopted by all RESAs. This manual is aligned financially and with WVBOE policy.

**7. Streamline and focus
RESA oversight and
accountability and
eliminate regional
councils.**

**REGIONAL COORDINATION: IMPROVE OVERSIGHT AND
ACCOUNTABILITY OF REGIONAL EDUCATION SERVICE
AGENCIES (RESAS) TO MAXIMIZE RESOURCES**

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with this recommendation to streamline oversight and accountability of RESAs. Clear leadership from the WVBOE is necessary to avoid confusion in the chain of command. The WVBOE will require RESA strategic plans be aligned to WVBOE goals and the director's annual evaluation benchmark these goals. The Board also recommends all RESA directors are evaluated on activities related to these goals as documented by county and school feedback.

However, the WVBOE does not agree with eliminating regional councils. RESA regional councils provide essential opportunities for school district and higher education input for RESA services. Changing regional council representation could jeopardize the RESAs eligibility for receiving foundation or federal grants.

8. *Designate RESAs as eligible applicants for E-rate funding.*

REGIONAL COORDINATION: IMPROVE OVERSIGHT AND ACCOUNTABILITY OF REGIONAL EDUCATION SERVICE AGENCIES (RESAs) TO MAXIMIZE RESOURCES

Estimated Cost Savings:

RESAs' eligibility to receive E-rate funding could increase their funding by several million dollars.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE and RESAs have requested a federal interpretation of RESA eligibility for E-rate. E-rate authorities, Universal Services Administrative Company (USAC), denied the approval based on questions related to West Virginia state Code. Additional legal documentation was prepared by the WVDE to respond to USAC to again request approval, based on respective documentation of the RESAs, and the additional legal responses from WVDE attorneys. A second response from USAC should be forthcoming.

WVBOE Response:

The WVBOE agrees with this recommendation and requests the WVDE to continue to assist RESAs in completing the application process for E-rate funding and provide timely feedback as needed to successfully obtain this funding.

Audit Recommendations:

**ENHANCE COLLABORATION BETWEEN
EDUCATION AND WORKFORCE DEVELOPMENT**

- 1. *Enhance strategic planning and collaboration between West Virginia's education, work force and economic development leaders.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with this recommendation and notes that the first five recommendations in this theme require a collaborative effort among public and higher education, work force development and economic development. The WVBOE recommends establishing a coordinating body including the WVDE, the HEPC, CTCs, Legislature, businesses, and the governor, such as the former Governor's 21st Century Jobs Cabinet, to address pressing educational and work force needs of the state and align career preparedness into the standard curriculum.

- 2. *Review all state education, work force and economic development strategies and goals to determine possible areas of coordination and collaboration.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with this recommendation and calls for the coordination of strategic plans to include areas for collaboration and common linkage, as a function of the coordinating body described above.

3. *Develop an interagency education/work force/eco-development plan that clearly establishes roles for each agency built on the state's priorities.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation and highlights the necessity for collaboration between the WVDE, the HEPC, CTCS, Legislature, business, and the governor is imperative. The 21st Century Jobs Cabinet of West Virginia set up by Governor Manchin was formerly the coordinating body, and the WVBOE is in favor of re-instating this or a similar body with clear roles for each agency built on the state's priorities.

4. *Evaluate opportunities to pool education, work force and economic development funds towards common strategic goals.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

West Virginia has successfully blended funding streams to support initiatives such as Literacy West Virginia, Workforce West Virginia Career Centers, and satellite Workforce West Virginia Career Center facilities.

WVBOE Response:

The WVBOE agrees with this recommendation and calls for the state to expand joint-funding practices and blend resources to target common goals as identified by the coordinating body recommended above.

Delivery of Global21 technology training will require an investment in training and the latest technology equipment, which are not fiscally possible for 55 school districts to deliver. The Board stresses the need to pool resources and align beyond Earn a Degree, Graduate Early (EDGE).

The WVBE believes that incentivizing cooperative agreements between public school technical centers and two-year post-secondary technical programs could be advantageous to both entities. There are fiscal limitations to providing the high quality training and equipment necessary to operate separate career technical centers and two-year technical colleges.

5. *Develop integrated performance measures in work force and education.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with this recommendation for the development of integrated performance measures in work force and education through the coordinating body recommended above.

6. *Improve the use of job forecasting data to plan secondary and post-secondary programs.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE received a Claude Worthington Benedum Foundation Grant to establish Strategic Compass, which allows all students to examine career areas of interest and connect to actual jobs in their area.

WVBOE Response:

The WVBOE agrees with this recommendation and calls for job-forecasting data from organizations as a factor in planning secondary and post-secondary programs.

7. *Support different high school design approaches.*

**ENHANCE COLLABORATION BETWEEN
EDUCATION AND WORKFORCE DEVELOPMENT**

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Three new CTE pathways were developed with the Manufacturers Association, West Virginia Oil and Natural Gas Association and the coal industry and are being implemented in selected sites around the state.

Strategic Compass is being used for career exploration. College readiness courses for high schools in math and English 12 have been implemented. A stakeholder group is currently addressing WVBOE Policy 2510.

The former WVBOE High School Re-design Committee recommended several initiatives that are currently in place, for example, GED Option Pathway implementation and expansion and the creation of the Office of Non-Traditional Pathways to expand options for students to achieve a WV high school diploma.

Other recommendations of this former committee will be considered over the next few months, including:

- ☐ Proposed revisions to Policy 2510 to reflect alternate pathways to credit achievement and movement to competency-based achievement models
- ☐ Development of common definition for College, Career and Citizenship Readiness

WVBOE Response:

The WVBOE agrees with the recommendation and calls for empowering districts to develop their own policies related to competency based awarding of credits. An example currently being implemented is the New Tech model in the Innovation Zone Drop Out Prevention Pilots in Putnam and Barbour counties. The competencies must be aligned with WVBOE standards.

8. ***Establish a School Innovations Fund to encourage the creation of new schools, especially in communities where they are needed most, and simplify current Innovation Zone legislation.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-5B has already been enacted.

Actions Currently Under Way:

The school and district innovation fund was enacted by the West Virginia Legislature in the 2009 and 2012 sessions. Innovation Zone policy was revised in 2011-2012 to add drop out grants with additional funding and expanded time. The policy also was revised in 2012 to add school system collaborative Innovation Zones.

Policy 3236 has been revised to simplify the procedures of application.

The Board has encouraged schools to request waivers. In the 2011-2012 school year, 69 requests for waivers were requested and 68 were approved.

WVBOE Response:

The WVBOE supports the spirit of this recommendation and recommends modifying the current Innovation Zone policy to incorporate the intent of the School Innovations Fund, such as encouraging more options and customization for students in smaller schools with more supports for college and work force success.

The High Schools Innovation Fund initiative seeks to link education and economic development by supporting collaborative efforts among high schools, community colleges, four-year institutions and local businesses.

The Board also requests that the Legislature allow Innovation Zone funding to roll over to enable more longitudinal growth and increase the impact over the long term.

9. *Better integrate career preparedness into the standard curriculum.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Common Core standards have embedded college and career readiness benchmarks beginning in kindergarten; modules have been created for each grade level. This will better inform students throughout their educational experience what opportunities are available to them. Summative Multi-state Assessment Resources for Teachers and Educational Researchers (SMARTER) Balanced Assessments will give college/career readiness scores.

WVBOE Response:

The WVBOE agrees with the recommendation and calls upon the WVDE to work with the aforementioned proposed coordinating body to develop a plan for the 2013-2014 school year addressing how to better integrate career preparedness into the standard curriculum. The WVBOE will work collaboratively to develop agreed upon definitions of college, career and citizenship ready with objective measures.

10. *Expand cross-counseling efforts in high schools.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

WVBOE agrees with the recommendation and requests that the objective in SB 436 for the CTE/CTC Consortia to establish cross counseling be implemented.

11. Improve educational outcomes and reduce costs incurred when students must receive remedial education.

Estimated Cost Savings:

The recommendations for enhanced collaboration will not produce direct savings. However, students will save time and tuition dollars.

Savings can be achieved by maximizing facilities, equipment, and resources of CTE and CTCs.

Policy or Code Change Required: No.

Actions Currently Under Way:

CTCs are currently working with three institutions to pilot a developmental education program called Integrated Pathways to Adult Student Success (i-PASS) with a contextualized learning model, which teaches basic skills in the context of technical skills.

WVBOE Response:

The WVBOE believes that practically everything it does must be directed toward improving educational outcomes for our students, thus reducing the need for remediation at the post-secondary level. Implementation of the Common Core will set standards appropriately, but meeting those standards continues to be our challenge. Throughout the audit response the reader will discern all the various efforts being made to improving outcomes for our students. The WVBOE also suggests review of available assessments and programs designed to determine the need for remedial education, such as the Educational Policy Improvement Center's (EPIC) course alignment project (CAP) created to ensure that exit level high school courses align in rigor with entry-level college courses. Also, colleges can give placement tests to determine whether students need remedial education.

12. Increase articulation agreements for EDGE program.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Eastern CTC and South Branch Technical Center are working together to offer an associate's degree in wind technology. Senate Bill (SB) 436 addresses some of the EDGE issues, but has no fiscal note attached.

The state EDGE coordinator has secured all EDGE agreements.

WVBOE Response:

The WVBOE agrees with the recommendation and directs the WVDE/CTE to negotiate universal system of articulation agreements for EDGE credits, aligning coursework and credits across all secondary schools, CTE centers and colleges in the state.

13. Maximize the use of facilities, equipment and resources that can be shared by CTE Center and CTCs.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE has completed a study of occupational data to determine educational and training needs at the secondary and postsecondary levels, which includes training gaps and duplication of training.

WVBOE Response:

The WVBOE agrees with the recommendation and directs the WVDE to work with Council for Community and Technical Education to establish a committee to determine a process and implementation strategy matching collective needs and assets, as well as to identify savings and statewide articulation agreements. The Board offers the suggestion that 2-year colleges locate on the campuses of multi-county career technical centers in order to pool resources and ensure alignment beyond EDGE.

Audit Recommendations:

SUPPORTING AND IMPROVING SCHOOL BUILDING LEADERSHIP AND CLASSROOM TEACHING: MANDATE 180 DAYS OF INSTRUCTIONAL TIME

1. **Mandate 180 days of instructional time (six specific recommendations).**

Estimated Cost Savings: N/A.

Policy or Code Change Required:

W.Va. Code §18-5-45.

State Board Policy 2510, 126-42-7.2.4c.

Revise W.Va. Code §18A-4-8(a) to abolish 43-week limit.

Cabell and Jefferson counties are studying the balanced calendar and looking at possible implementation.

Actions Currently Under Way:

Convened a work group of districts interested in year-around school to study implications of 180 days of instruction and related personnel issues. The WVDE Game Changer brief includes virtual-learning resources, such as West Virginia Virtual School, onTarget, and Learn21, that present opportunities for 24/7 learning.

The WVDE is exploring the balanced calendar approach, which spreads the required days throughout the year to avoid student regression of learning.

WVBOE Response:

The WVBOE recognizes that a minimum of instructional time is critical, but stresses that the definition of instructional time needs to be expanded to include the capabilities of technology, 24/7 learning, authentic real world experiences, and learning outside the school walls and beyond the time constraints of the current school day.

Quality of instruction is not about time spent in seats, but engagement of students, resulting in increased academic achievement.

The Board recommends an alternative calendar, a balanced calendar, which takes a more innovative approach by reorganizing instructional time to provide more continuous learning.

2. ***Require all instructional days to contain at least the minimum number of hours in state Board policy.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

No policy change required as Policy 2510 (section 7.2.d.3) defines the minimum length of instructional hour/minutes per day.

Actions Currently Under Way:

The WVDE has drafted a proposal for transformed system of accountability and accreditation. The OEPA held stakeholder meetings around the state.

WVBOE Response:

The Board emphasizes that quality of instruction is not about time spent in seats, but engagement of students resulting in increased academic achievement. The WVBOE also recommends expanding the definition of instructional time to include technological environments, projects outside the standard time and place for school, and students working different paths toward competency demonstrations.

3. ***Revise Code to abolish 43-week limit.***

Estimated Cost Savings: N/A

Policy or Code Change Required: §18A-4-8(a)

Actions Currently Under Way:

Marshall County's Cameron attendance area, K-8 and high school, are currently implementing a balanced calendar through Innovation Zones.

WVBOE Response:

The WVBOE agrees with this recommendation and encourages districts and schools to review customized strategies within the context of the balanced calendar.

- 4. *Reduce the number of staff support days to reflect the number of instructional days and an appropriate number of training days.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-5-45.

Actions Currently Under Way:

Currently, districts are already able to schedule 15 out-of-calendar days, non-paid, within the 200- and 180-day instructional term.

WVBOE Response:

The WVBOE agrees with the recommendation. Suggested strategies include the elimination of five Instructional Support and Enhancement (ISE) days with additional pay for teachers to meet on their own time for faculty senate meetings. This would enable county boards to provide five additional instructional days.

- 5. *Revise Code to provide consequences to districts for not meeting 180 minimum days and hours per day threshold.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-5-45.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE does not agree with this recommendation for the reasons stated previously regarding quality of instruction vs. seat time.

6. *Require districts to make up days that exceed the unscheduled closing (UC) days estimated for the year, including adding days to the end of the school year if necessary.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-5-45.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE does not agree with this recommendation for the reasons stated previously.

Audit Recommendations:

**LAUNCH A COMPREHENSIVE PLAN TO RECRUIT
THE BEST TEACHERS AND IMPROVE TRAINING**

- 1. *Modify Code and policy to change hiring practices to allow for the filling of professional staff vacancies with the most qualified person regardless of seniority in the district.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-5-45.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation of hiring the most qualified person to fill professional staff vacancies. The Board recognizes that seniority is a factor that should be considered, but not be determinative in law and practice. The Board continues to emphasize that seniority should not be the only factor, and other determining factors should be considered.

2. *Establish a Teach for America program to recruit teachers for hard-to-serve areas.*

LAUNCH A COMPREHENSIVE PLAN TO RECRUIT THE BEST TEACHERS AND IMPROVE TRAINING

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A (school personnel).

Actions Currently Under Way:

The WVBOE revised policy in August 2012 to expand alternative certification pathways.

The WVDE is currently implementing other programs designed to recruit teachers for hard-to-serve areas, such as the Transition to Teaching and the Teacher-in-Residence programs. The Teacher-in-Residence model allows teachers who have completed all content work and are ready for student teaching to be placed in a school if a qualified teacher is unavailable. The student receives 65 percent of a teacher salary with the IHE receiving the remainder.

The program is designed for shortage areas and is mentored by IHE. The institution designs how it plans to monitor and evaluate these teachers.

WVBOE Response:

The WVBOE agrees with the recommendation and calls upon the Legislature to make a statute change to establish Teach for America (TFA) as one strategy that has potential for recruiting teachers for hard-to-serve areas. The Board supports only hiring TFA teachers if there are no other fully qualified teachers to fill a vacancy.

3. ***Establish a Teacher Recruitment Work Group, with representatives from the counties, to develop innovative ways to identify and hire qualified teachers.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

During the Summer of 2012, the Office of Professional Preparation developed an online Teacher Recruitment Tool, West Virginia Critical Needs Listing, available to all districts to identify highly qualified teachers in shortage areas.

Teacher-in-Residence is an example of innovative method of teacher recruitment.

WVBOE Response:

The WVBOE agrees with the recommendation to establish a Teacher Recruitment Work Group with all-inclusive membership, including members of the Legislature, business and higher education to develop innovative ways to identify and hire qualified teachers.

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4. ***Provide flexibility to alternate route teachers in demonstrating content knowledge.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Transition to Teaching
Troops to Teachers
Teacher-in-Residence

WVBOE Response:

The WVBOE supports this recommendation and calls for the identification of alternative routes, such as Troops to Teachers.

5. ***Require new teachers to have a reduced workload.***

LAUNCH A COMPREHENSIVE PLAN TO RECRUIT THE BEST TEACHERS AND IMPROVE TRAINING

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

Cabell County's Innovation Zone initiative has created a personalized mentor teacher program to assist new teachers at the building level. The Board approved guidelines in July 2012 to require all districts to submit a plan to strengthen and support beginning educators.

WVBOE Response:

The WVBOE agrees with the spirit of the recommendation and calls upon the districts to identify strategies to utilize time innovatively to enable this practice, such as assist new teachers, increased time with mentor teachers, increased time for team curricular planning, and utilizing professional learning communities in the school.

6. *Ensure that elementary teachers know the science of reading.*

LAUNCH A COMPREHENSIVE PLAN TO RECRUIT THE BEST TEACHERS AND IMPROVE TRAINING

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

All teacher preparation programs are going through the re-approval process. This was an important first step that will be built upon by the Preparation Program Quality Stakeholder Group.

The WVDE convened a workgroup of stakeholders to recommend changes to the PRAXIS test that, when adopted, will ensure that elementary teachers of reading, math, social studies and science are appropriately assessed on subject matter knowledge and skills.

Office of Professional Preparation is working with Education Testing Service (ETS) to revise content of the elementary PRAXIS exam to require specific scores on the exams. This will be piloted in 2013-2014.

New certification is available now to elementary teachers, such as math and reading specialist certifications.

WVBOE Response:

The WVBOE agrees with the recommendation to strengthen both the content knowledge and pedagogy in reading of all teachers. The WVBOE recommends teacher preparation programs align with the Common Core State Standards.

7. *Ensure that elementary teachers know elementary content math.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Office of Professional Preparation is working with ETS to revise content of the elementary PRAXIS exam.

New certification is available now to elementary teachers, such as elementary math and reading specialist certifications for teachers who already hold an elementary degree. West Virginia University is working on a program proposal.

WVBOE Response:

The WVBOE agrees with the recommendation to strengthen both the content knowledge and pedagogy in math of all teachers. Recommend teacher preparation programs align with the Common Core State Standards to ensure teachers know math content.

8. *Ensure that elementary content tests adequately assess content knowledge in each subject area.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

New certification is now available to elementary teachers, such as math and reading specialist certifications.

WVBOE Response:

The WVBOE agrees with the recommendation and supports the work currently under way.

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9. *Ensure that special education teachers are adequately prepared to teach subject matter.*

**LAUNCH A COMPREHENSIVE PLAN TO RECRUIT
THE BEST TEACHERS AND IMPROVE TRAINING**

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The OnTarget program has a virtual content support for special education teachers, but requires funding.

In addition, the Office of Professional Preparation is working to strengthen pathways for special educators to demonstrate content knowledge.

WVBOE Response:

The WVBOE agrees with the recommendation to strengthen both the content knowledge and pedagogy of all special education teachers and recommends working with higher education institutions to ensure. The Board also recommends utilizing existing online tools for virtual content support for special education teachers.

10. *Ensure that teacher preparation programs are accountable for the quality of teachers they produce.*

LAUNCH A COMPREHENSIVE PLAN TO RECRUIT THE BEST TEACHERS AND IMPROVE TRAINING

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVBOE has worked with HEPC on an ongoing basis to strengthen teacher quality in preparation programs.

The WVBOE has committed to adding teacher preparation as a priority in the adoption of the WVDE Game Changers document.

WVBOE Response:

The WVBOE agrees with the recommendation and with the requirement of connecting accountability in this area to the approval of preparation programs.

The Board will collaborate with IHEs to review available data within the data/reporting system tracking information such as the connection between student achievement and PRAXIS scores. The Board also recommends the data on teacher effectiveness and its link back to the teacher preparation programs be made available to the public.

The WVBOE will form a Board committee to develop the definition of teacher/educator effectiveness, West Virginia Teacher Effectiveness Measure, (WVTEM), tied to reliable and measurable outcomes. The targeted date for development of the WVTEM is June 30, 2013.

11. Establish more comprehensive coursework requirements geared to areas of knowledge needed by elementary school teachers.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with this recommendation and directs the Office of Professional Preparation to identify the needed areas of content knowledge for elementary teachers, in collaboration with IHEs. The WVBOE also calls for more clinical assessment of teacher practice and encourages educating toward outcomes, not credit hours.

12. Strengthen middle school teachers' subject matter preparation.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

All teacher preparation programs are currently going through re-approval process.

WVBOE Response:

The WVBOE agrees with the recommendation to strengthen both the content knowledge and pedagogy of all teachers. The Board directs the WVDE to work with IHEs to ensure that teacher prep programs use an integrated approach based on Common Core State Standards.

13. Require all teacher preparation programs to meet state approval and not just national accreditation.

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: State approval is already required.

WVBOE Response:

The WVBOE already requires teacher preparation programs to meet state approval.

14. Provide scholarships at state universities for aspiring teachers and active teachers seeking to pursue advanced degrees who pledge to work in West Virginia schools for a minimum of five years or teach in low-income districts that are hard to serve.

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18C-4-1.

Actions Currently Under Way:

Currently, we are providing Underwood-Smith Teach Scholarships on a very limited level.

WVBOE Response:

The WVBOE agrees with the recommendation to provide scholarships or loan forgiveness at state universities for aspiring and active teachers to pursue advanced degrees.

15. Hold teacher preparation programs accountable for the quality of their graduates.

LAUNCH A COMPREHENSIVE PLAN TO RECRUIT THE BEST TEACHERS AND IMPROVE TRAINING

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE endorses this recommendation and suggests the strengthening of standards being used for admission, program content and graduation from teacher preparation programs and aligning their effectiveness to the state accreditation process.

Pre-service teacher education programs need to identify common language and develop a common student teaching assessment for statewide continuity.

Audit Recommendations:

RECRUITING AND RETAINING THE BEST TEACHERS: ESTABLISH AN EVALUATION SYSTEM MODELED ON NATIONAL BEST PRACTICES AND RESEARCH

1. ***Increase the percentage of points attributed to student learning.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Policy 5310 currently codified 20 percent for student learning; 5 percent of the 20 percent is attributed to school-wide scores on WESTEST2; The other 15 percent is student learning goals set by teacher pre- and post-test.

Actions Currently Under Way:

In July 2012, the West Virginia Board of Education approved a waiver of Policy 5310 to expand the pilot of both teacher and principal evaluation systems from 25 schools to 136 schools in the current 2012-2013 school year.

The WVDE has worked cooperatively with the West Virginia Teachers, Leader and Counselor Task Forces to design and implement a quality evaluation pilot process. The WVDE will conduct research on outcomes of the pilot that will inform the scale-up of an effective statewide teacher, leader and counselor evaluation system. It is important to note that the publication of the WVDE research report on the pilot has been delayed.

During the Summer of 2012, WVDE worked with WVCPD and RESAs to ensure district capacity and provide 13 days of regionally based training with ongoing training throughout this school year.

WVBOE Response:

The WVBOE agrees with the recommendation to establish an evaluation system modeled on national best practices and research. Data and outcomes on the teacher evaluation pilot will be reviewed as presented in the forthcoming research report authored by the Office of Research. The data from 2012-2013 demonstration schools also will be reported and reviewed after completion of the pilot. This data will be used to determine components of the evaluation process that need refined, if the current codified 20 percent for student learning needs adjusted, and the degree to which the evaluation process is being implemented to fidelity.

It is important to note that the new Teacher Evaluation Model is an initial step in the right direction, in that all teachers are now evaluated each year using an evaluation process that is tied in part to student growth.

The WVBOE recommends ongoing review and refinement of the process based on data.

2. ***Work closely with district leadership to ensure sufficient time is built into schedules to complete evaluations.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Flexibility in Policy 2510 should support providing more time for principals to evaluate each teacher.

WVBOE Response:

The WVBOE agrees with this recommendation and directs WVDE to work with principal organizations to explore ways to provide more time for principals to complete evaluations after review of the teacher evaluation pilot research report.

In the short term, WVEIS functionality should be enhanced to allow principals to work on evaluations from home.

-
3. ***Identify others in the school learning community, such as mentors, peers, coaches, etc., who can be part of an evaluation team for teachers.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

HB 4236 was enacted last year related to evaluation, amended §18A-2-12 and created new sections §18A-3C-1-3; §18A-2-12 and §3C-1-3 would require revisions.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation to identify others in the school learning community that can be part of an evaluation team for teachers. It is essential to note that these persons would need to be trained to conduct evaluation according to state Code.

4. ***Ensure that teachers and administrators receive data on impact on student growth in a timely fashion.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation and encourages the use of SMARTER Balanced Assessment and electronic student growth reports for each teacher scheduled for 2012-2013.

5. ***Work on a long-range plan that will tie consequences to the evaluation, including compensation, tenure, hiring, promotion and dismissal.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

Evaluation consequences are currently tied to dismissal, if determined necessary.

WVBOE Response:

The WVBOE agrees with the recommendation to work on a long-range plan with the existing Teacher Evaluation Committee to tie the consequences of evaluation to all elements of employment, as well as study the implications.

The Board recognizes that valid teacher effectiveness data must be collected to accomplish this recommendation, and suggests leveraging data collected through the teacher evaluation 2012-2013 demonstration schools to inform this work.

Aforementioned WVBOE committee will address West Virginia Teacher Effectiveness. It is important to note that the long-range plan will need to connect to the related components of the West Virginia Elementary and Secondary Education Act (ESEA) flexibility request.

6. *Connect tenure to teacher effectiveness.*

RECRUITING AND RETAINING THE BEST TEACHERS:
ESTABLISH AN EVALUATION SYSTEM MODELED ON
NATIONAL BEST PRACTICES AND RESEARCH

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation to connect tenure to teacher effectiveness based on accurate and objective measures of teacher effectiveness as identified by aforementioned WVTEM to be addressed by the WVBOE committee. It is also essential to connect the related components of the ESEA flexibility request.

7. *Prevent ineffective teachers from remaining in the classroom indefinitely.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

The WVBOE passed a waiver for demonstration schools with a revised improvement plan process that prevents ineffective teachers from remaining in the classroom indefinitely.

WVBOE Response:

The WVBOE agrees with the recommendation and supports utilizing the current demonstration school improvement plan process when necessary for ineffective teachers.

The Board will carefully review the upcoming evaluation report on the pilot evaluation program to gauge its effectiveness.

8. *Use data reporting to establish an equitable distribution of teachers.*

RECRUITING AND RETAINING THE BEST TEACHERS:
ESTABLISH AN EVALUATION SYSTEM MODELED ON
NATIONAL BEST PRACTICES AND RESEARCH

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

IHEs have been directed to review data to determine shortage areas and identify strategies to actively seek candidates for these areas.

WVBOE Response:

The WVBOE agrees with the recommendation to staff all schools with effective teachers. It will be necessary to expand data collection systems and reporting. The Board will encourage all districts to establish an equitable distribution of teachers based on data.

Audit Recommendations:

- 1. *Encourage districts to tie compensation to teacher effectiveness, not just advanced degrees and number of years of teaching experience.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

Existing statute is currently rewarding teachers based on advanced degrees, additional coursework and number of years teaching experience. Current research does not necessarily demonstrate that teacher effectiveness is increased by these factors. The new teacher evaluation system is a data source that gives a read of professional teaching goals with an output of student growth that may provide accurate measures of teacher effectiveness.

WVBOE Response:

The WVBOE agrees with the recommendation to compensate teachers based upon teacher effectiveness measures, as defined by WVTEM and based on indicators other than advanced degrees and number of years of teaching experience, such as hard-to serve areas or content fields. The board would support differentiating salary only if valid measures of effectiveness were utilized.

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- 2. *Support retention pay, such as significant boosts in salary after tenure is awarded, for effective teachers.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with this recommendation based upon teacher effectiveness measures, which will be defined by WVTEM.

3. *Encourage districts to provide compensation for related prior subject-area work experiences.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

CTE is currently providing compensation, for example, teachers can be paid at a master's level without the degree based on work experience.

WVBOE Response:

The WVBOE agrees with the recommendation and encourages the Legislature to provide such compensation based upon teacher effectiveness measures, which will be defined by WVTEM.

4. *Support differential pay.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE supports differential compensation in shortage subject areas and high-needs schools to obtain a more equitable distribution of effective teachers.

5. ***Ensure that pension systems are neutral, such as align retirement age with Social Security and not years of service.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE does not agree with this recommendation.

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6. ***Create career ladders for teachers.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

Presently, some districts pay teachers as leaders of Professional Learning Communities in a school; this is county specific as defined by the job description posting.

WVBOE Response:

The WVBOE agrees with the recommendation that teachers may earn additional salary by taking on additional roles and responsibilities, such as National Board Certified teachers, teacher leaders, mentors, etc.

7. ***Create a rural homesteading program for new teachers who live and work in rural communities for five years.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation of providing teachers and teacher education student loans, provided they meet borrowing criteria and sign a contract to teach in rural West Virginia, the Eastern Panhandle, or other severe teacher shortage areas for at least five years.

8. ***Initiate a substantial loan forgiveness program for students majoring in designated shortage areas.***

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: Underwood-Smith currently provides forgivable loans to teacher preparation students and gives priority to teachers in designated shortage areas.

WVBOE Response:

The WVBOE agrees with the recommendation of substantial loan forgiveness programs that pay one year's stipend for every successful year of teaching service in designated shortage areas. The Board recommends building upon existing state and federal programs that encourage students to enter the teaching profession in designated shortage areas in a cost-efficient manner. The Board also recommends providing alternative incentives for students without any current debt.

9. Offer higher salaries to teachers who choose to be judged on merit.

**RECRUITING AND RETAINING THE BEST TEACHERS:
IMPROVE TEACHER COMPENSATION TO HELP
ATTRACT AND MAINTAIN THE BEST TEACHING CORPS**

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with this recommendation based upon teacher effectiveness measures, which will be defined by WVTEM.

1. *Remove barriers for talented individuals to enter the profession.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

The WVDE convened a Leadership Stakeholder Group in 2009-2010 to formulate actionable recommendations that address this audit section. The comprehensive recommendations of this group should form the foundation for further action.

WVBOE Response:

The WVBOE agrees with the recommendation of removing barriers for talented individuals to become principals. This may include incentivizing leadership development models within districts that tap highly skilled staff who aspire to be principals and forming higher education/school district cooperatives that co-develop the experiences for administrative certifications. The Board stresses that this response is based upon valid and reliable measures of educator effectiveness, as defined by WVTEM and determined by the aforementioned Board committee.

2. *Give principals control over school staffing and schedules.*

STRENGTHEN SCHOOL LEADERSHIP BY INVESTING IN PRINCIPALS

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Policy 2510 would need revised to provide principals more flexibility and control.

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way:

The WVDE has initiated a comprehensive overhaul of Policy 2510, which outlines scheduling requirements for schools at each programmatic level. When revisions are complete, principals will have greater latitude on time requirements that dictate school schedules.

WVBOE Response:

The WVBOE agrees with the recommendation, but only if staffing and scheduling is designed in conjunction with teacher leaders. The Board calls for the Legislature to provide necessary flexibility to allow a pilot program in a small number of counties related to the revision of the accreditation process, such as to provide more flexibility/autonomy to building principals. The pilot will include valid and reliable measures for evaluation of the effectiveness of the proposed pilot.

3. *Allow principals to have discretion to spend the school budget on the best programs and services for students.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Counties currently can allow principals to develop a budget based on the allocation the county identifies for the school.

However, to designate schools/principals as eligible funding agents within the budget process (school aid formula, etc.) would take a Code change of state funding formula §18-9A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation and will support counties in providing flexibility to principals regarding school budget expenditures.

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4. *Give principals freedom and responsibility on purchasing, setting schedules, work rules and hiring and releasing teacher.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation and will support the counties in providing flexibility and autonomy for school leaders. The Board emphasizes that this response is based upon valid and reliable measures of educator effectiveness, WVTEM, as determined by aforementioned Board committee.

5. *Introduce a multi-tier licensure/salary system and tier salaries to licensure level.*

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE disagrees with the recommendation and believes the focus should be on school leader effectiveness as opposed to credentials.

6. ***Encourage districts to use differential pay to motivate principals.***

STRENGTHEN SCHOOL LEADERSHIP BY INVESTING IN PRINCIPALS

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Any action regarding employment would require review, potential revision of §18A.

Actions Currently Under Way: N/A.

Counties currently may give supplements for principals through days of employment and other measures. Principal increment is set at the state level.

WVBOE Response:

The WVBOE agrees with the recommendation to use differential pay to motivate principals, for example, to recruit staff to high-need areas and encourage principals to implement efforts to boost student learning.

The Board recommends incentives for principals relocating to low-performing schools. The Board stresses that this response is based upon valid and reliable measures of teacher and school leader effectiveness, as determined by aforementioned Board committee.

7. Evaluate principals at least annually.

STRENGTHEN SCHOOL LEADERSHIP BY INVESTING IN PRINCIPALS

Estimated Cost Savings: N/A.

Policy or Code Change Required:

Yes. Waiver of Policy 5310 for the 2012-2013 school year for principals and assistant principals serving 136 demonstration schools to pilot a revised leader evaluation system.

Actions Currently Under Way:

West Virginia principals are currently evaluated annually, and the new Leader Evaluation System, developed in consultation with the School Leader Evaluation Task Force, ensures annual evaluations based on both student achievement and other measures.

WVBOE Response:

The WVBOE agrees with the recommendation and supports a statewide adoption of the revised Leader Evaluation System by 2013-2014 school year to ensure high quality leadership focused on increased student achievement.

The Board also supports a period of study and formation of pilot programs involving all stakeholders to test these ideas before making changes.

Audit Recommendations:**MAKING WEST VIRGINIA THE LEADER IN REMOTE
TECHNOLOGY AND DISTANCE LEARNING****Online Access**

- 1. Continue to work with private sector carriers to ensure high-speed broadband Internet access for public school teachers and students.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE continues to work with the private sectors, including Suddenlink and Comcast, to provide options for home services.

Continuing to work to improve access to bandwidth, technology and school-based staff with the target of providing one-to-one technology for all students.

WVBOE Response:

The WVBOE agrees with the recommendation and is currently collaborating with service providers to ensure all teachers and students have affordable high-speed broadband Internet service.

The goal must be to provide broadband service to every student, teacher, administrator, service personnel, etc, in the school, in the community, as well as in the home. If we are going to pursue a 24/7 learning ecosystem, then ubiquitous broadband access is mandatory.

2. ***Ensure that all public school students and teachers have accessible computers or similar mobile devices.***

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVBOE requested \$23 million in funding during the last legislative session to provide 1:1 technology to ensure implementation of current initiatives, such as SMARTER Balanced Assessment, online access content, personalized learning, online resources replacing textbook adoptions, etc. by providing a device.

Additional meetings have been held with legislative staff and leadership as well as personnel in the Governor's Office to continue the discussion of funding for necessary technology. The WVBOE is currently working with the federal government to find funding for personalized learning as well as funding for infrastructure.

In an October 12 message to county superintendents, the following message was conveyed: *"As a result of discussions with members of the State Superintendent's Advisory Council and legislative staff, the decision has been made to begin distributing the Step 7b funds provided as an allowance for 21st Century Technology Systems under the Public School Support Program to the county boards for expenditure using local purchasing procedures rather than allocating the funds to the various county boards as a part of the Tools for Schools appropriated funding."*

WVBOE Response:

The WVBOE agrees with this recommendation. One option is to call upon the Office of Instructional Technology to develop a plan and strategy for Bring Your Own Device protocol that will reduce the need for schools to supply 1:1 devices.

The Board recognizes that this does not come without possible controversy related to inequity in student access, but at least it is worthy of serious investigation.

The Board calls for the development of a 1:1 pilot program in select districts, one per RESA, to demonstrate proof of concept to the Legislature and governor.

It is important to note the bigger issue is that every member of the education ecosystem must have the appropriate technology for the 21st century. Technology changes very fast

today. It is essential that everyone have some Internet access device. The cost to supply the appropriate device is coming down every day, as hardware becomes a commodity. Virtualization concepts, which architecturally will reduce the cost of computer endpoints, should be examined as a solution. The Board also recommends the Office of Grant Procurement to seek outside funding to support 1:1 technology.

3. ***Use lease-purchase agreements to acquire computers and peripherals so that additional computers and peripheral equipment can be obtained more quickly.***

Estimated Cost Savings:

If computers were lease-purchased for three years, the cost (with interest) would be the same for the three years, while the value of computers would decrease. Also the state contract requires that any computer cost decrease be applied to the orders to realize savings by the reduced cost.

Since funds cannot be obligated for future years, if a lease-purchase was implemented for three years, and the second year, funds were decreased or not appropriated, computers would have to be removed from schools.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE does not necessarily support this recommendation as it has been determined that lease-purchasing finance is usually most advantageous when the costs of the items being financed are expected to increase, such as brick and mortar construction.

Conversely, the cost of computer hardware is declining with all of the technological advances. We do not think that lease-purchase should be completely ruled out at this time carte blanche, as there may be instances when this might be a viable solution and will free up purchasing dollars for other investments. A careful review of operation, upkeep, maintenance, breakage, etc. must be conducted.

4. *Replace textbooks with digital content, including interactive and adaptive media.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Policy and Code have been changed to modify textbook language to instructional resources.

During the November 2012 WVBOE meeting, the Board approved the official state multiple list of instructional materials for social studies K-12 and math K-8. All resources on the multiple lists include the option for counties to purchase digital content in lieu of traditional text.

WVDE is planning for an online personalized learning environment.

Juried resources continue to be added to the Learn21 website for instructional use at school and home.

WVBOE Response:

The WVBOE agrees with the recommendation to replace textbooks with digital content and calls upon the WVDE to ensure that by 2014-2015 school year that instructional materials reviewed by the state include digital options.

This will allow flexibility and a migration path to be available within the adoption/approval cycle.

5. *Require districts to spend 50 percent of textbook budgets on online and 100 percent within a decade.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: N/A.

Actions Currently Under Way:

This is already permissible using Step 7 of the funding formula.

WVBOE Response:

The WVBOE does not support the recommendation for such a requirement. West Virginia should ensure that online instructional materials are available, but the local districts should have the flexibility to migrate from textbooks to digital materials according to their conditions.

The Board recommends encouraging and incentivizing teachers to develop open source online content to avoid licensing fees and enable personalization.

-
6. *Use statewide purchasing to lower costs of digital content.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Statewide purchasing is currently in place and being utilized to obtain digital content.

WVBOE Response:

The WVBOE agrees with this recommendation.

7. *Appropriate significantly more funding to technology-assisted courses.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE calls upon Governor Tomblin and the Legislature to appropriate additional funding for technology-assisted courses. The Board recommends that we look into requiring every middle and high school student to take at least one online course.

8. *Enact legislation and sufficiently fund the West Virginia Virtual School so that counties can use only state-approved online learning programs.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: §18-2E-9 and §18-2E-10.

Actions Currently Under Way:

The Office of Instructional Technology reviews all online course providers for alignment to standards, copyrights, as well as bids.

WVBOE Response:

The WVBOE agrees with this recommendation and calls upon the Legislature to require counties to use only state-approved online learning programs.

9. *Require schools to report to the WVDE all reasonable but unavailable student course requests.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation to require schools to report all reasonable but unavailable student course requests. The goal here is to accommodate unmet demand with online courses wherever possible.

-
10. *Create a dedicated funding stream for WVVS.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation to fund the West Virginia Virtual School as its own district, such as the 56th district. A revision of the school aid formula would allow the designation of a certain amount of funding per student enrolled in virtual courses.

**11. Develop and lease
WVDE virtual courses
to other states.**

**MAKING WEST VIRGINIA THE LEADER IN REMOTE
TECHNOLOGY AND DISTANCE LEARNING**

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

Developed Spanish I online with the Florida Virtual School at a cost of \$250,000.

Currently working with WVU to develop math courses appropriate for online courses for students and professional development for teachers.

WVBOE Response:

The WVBOE agrees with the recommendation that the West Virginia Virtual School should develop its own courses and lease to others. The Board recommends exploring funding sources for virtual course development, such as Appalachian Regional Commission.

The Board also recommends considering supporting high school career technical students to develop apps and other vehicles for teacher content.

12. *Ensure high-quality digital content and online courses to all students.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: N/A.

Actions Currently Under Way:

Currently provide online AP courses through the West Virginia Virtual School to assist in meeting the requirement that high schools provide a minimum of four AP courses for all students. Enrollment in AP virtual courses continues to grow to more than 270 students in 2012.

CTE is in the process of transitioning certain concentrations to virtual courses, including concentrations in simulation and game development, marketing management, graphic design, food nutrition and science.

Online credit recovery and credit support courses are available for students.

WVBOE Response:

The WVBOE agrees with the recommendation to ensure high-quality digital content and online courses to all students via the online resources adoption process, West Virginia Virtual School course approvals, and alignment of content to standards via Teach21 and Learn21.

13. *Let students take as many online classes as they want.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way: N/A.

WVBOE Response:

The WVBOE agrees with the recommendation that all students are able to take as many online courses as desired and is appropriate for the individual student to be successful.

Teacher Training

1. *Hire an adequate number of technology integration specialists to support teachers.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE is currently advocating for support for technology integration specialists.

WVBOE Response:

The WVBOE agrees with the recommendation for the addition of technology integration specialists to support teachers. With the installation of fiber to all schools and the dramatic increase in broadband, the technical needs within all schools will be greatly increased. It is absolutely necessary that schools be provided with resources and qualified technical support.

2. *Increase training in curricular use of technology.*

Estimated Cost Savings: N/A.

Policy or Code Change Required: No.

Actions Currently Under Way:

The WVDE currently provides professional development for technology integration specialists. Numerous professional development options are provided for educators and technicians via TSS and TIS training, online courses, TechSteps training, and other options from the Tools for Schools contract.

WVBOE Response:

The WVBOE agrees with the recommendation and directs the Office of Instructional Technology to provide additional training options to ensure the successful integration of technology within the curriculum, as well as the use of technology to personalize learning for students.



Savings/Efficiencies and Cost Report

Section 1 of the audit report is dedicated to savings and efficiencies. It identifies a number of recommendations and findings to which the authors attribute opportunities to save approximately \$90 million annually. The WVBOE reviewed the rationale provided by the authors in making their estimates of savings and consider most to be reasonable. It is important to understand, however, that a large portion of the purported savings is beyond the control of the Board and is subject to one or more of the following:

- ☐ The Legislature must amend West Virginia law to address many of the recommendations, including some of those involving the largest amounts of money
- ☐ Some recommendations involve federal money that cannot be reallocated easily to other purposes

As we consider the financial estimates, the WVBOE again cautions that these should be viewed more as efficiencies than savings. There is a great need to reallocate this money, where possible, to be better applied in meeting the challenges raised in the audit.

The major area of exception to the claims of savings in the audit is the fact that the authors did not account for additional or offsetting costs associated with implementing many of the recommendations. It is clear that offsetting the savings suggested in the audit by the full cost of implementing the audit's recommendations that require new spending would yield dollar savings

nowhere near the numbers claimed in the audit and seen in the headlines – and might well result in additional costs.

Examples of additional costs associated with some of the recommendations and not taken into account include

- ☐ costs associated with training HVAC technicians across the state;
- ☐ costs associated with converting and integrating the HR systems into ERP;
- ☐ costs associated with funding to enable RESAs to become centers of excellence for teacher quality and professional development;
- ☐ costs to increase Cedar Lakes advertising and promotion efforts.

Section 2 is dedicated to education delivery improvements. It discusses much broader education policy considerations. Examples of costly recommendations in Section 2 include:

- ☐ Establish a School Innovations Fund to encourage the creation of new schools
- ☐ Expand cross counseling efforts in high schools
- ☐ Establish a Teach for America program
- ☐ Require new teachers to have a reduced workload
- ☐ Provide scholarships at state universities for aspiring teachers
- ☐ Support retention pay, such as significant boosts in salary, for tenured teachers
- ☐ Provide compensation for related prior subject-area work experiences
- ☐ Support differential pay

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- Create rural homesteading program for new teachers in rural communities
 - Offer substantial loan forgiveness program for students in shortage areas
 - Provide higher salaries for teachers who choose to be judged on merit
 - Institute a multi-tier licensure system and salaries for principals
 - Offer differential pay for principals
 - Ensure all students and teachers have accessible computers to reach a 1:1 ratio
 - Appropriate significantly more funding to technology-assisted courses
 - Create a dedicated funding stream for WVVS
 - Let students take as many online classes as they want
 - Hire adequate number of technology integration specialists to support teachers
 - Increase training in curricular use of technology

The WVBOE supports the majority of these recommendations, however, it is crucial to acknowledge the real cost associated with implementing them. The Board also continues to stress that any savings resulting from the recommendations of this audit need to be repurposed to address the

pressing educational needs of our students as described in the recommendations noted above.

The report states that the purpose and value of the review lies not just in monetary return. The ultimate objective is to improve the education afforded West Virginia's young people, and thereby improve their future professional and personal accomplishments and opportunities. We agree and appreciate having the insight provided in Part 1 of the audit report to identify funding that can be repurposed for implementation of many recommendations listed in Part 2.

The budget for public education in West Virginia is a complex web of formulas, allocations and special line items that challenges even the best accounting minds. Add to that the combination of state, federal and grant funding, and the difficulty of implementing the recommendations is clear. The Board is committed to work with Governor Tomblin, the Legislature and the WVDE to take the actions recommended in the audit that best serve our students and all those who work within the system of public education in West Virginia.



Audit to Action: Students First Conclusion

The West Virginia Board of Education will use the opportunity of the Education Efficiency Audit to further enhance its vision for excellence in pre-K-12 education for our children. The Board not only has long-range plans for improving, reforming and transforming education, but also recognizes the pressing need for immediate action in many areas.

The WVBOE applauds the healthy debate on public education the audit has precipitated throughout our state. It is our hope that we will elevate these discussions into a discourse on how we can work together to create a concerted, unified and sustained approach to re-designing public education in our state. In order to accomplish our goals we need

1. high expectations for what we want students to know in order to meet and exceed national and international standards;
2. high expectations for how we want students to behave and develop those dispositions of wellness, responsibility, cultural awareness, self-direction, ethical character and good citizenship;
3. high expectations for what we want students to achieve in order to be prepared for career and post-secondary success.

We need investment in significant and long-term approaches led by the governor and the WVBOE, supported by the Legislature and informed by the wisdom of district, school, and classroom educators. Parents must value public education and demonstrate their support by passing school levies and bonds, while also ensuring their children attend school on a regular and timely basis.

Our success also depends heavily upon our ability to collaborate with non-profit wrap-around providers, businesses and other outside entities that will build and expand the viability of our communities. This type of relationship demands communication in an open forum where all are invited to participate and are valued. An important component is that student voices are heard and embraced by all.

As stated throughout the WVBOE's "From Audit to Action: Student's First" report, we are committed to immediate action on many of the findings and recommendations in partnership with the governor, the Legislature, the WVDE and all other committed stakeholders. It is our belief that improving public education is a matter of extreme urgency for West Virginia and the future of our children. The WVBOE is committed to taking action beyond the recommendations of the report and to establish West Virginia as a leader in education with ***students first***.



Glossary

AEPA – Association of Educational Purchasing Agencies
AMOS – Annual Measurable Objectives
AP – Advanced Placement
BYOD – Bring Your Own (Electronic) Device
CAP – Course alignment project
CLCC – Cedar Lakes Conference Center
CTC – Community and technical college
CTE – Career technical education
EDGE – Earn a degree, graduate early
EPIC – Educational Policy Improvement Center
e-Rate – Educational (technology) rate
ERP – Enterprise Resource Planning
ESEA – Elementary and Secondary Education Act. Also called No Child Left Behind.
ETS – Educational Testing Service
FQHC – Federally qualified health center
HB – House Bill
HEPC – West Virginia Higher Education Policy Commission
HR – Human Resources
HVAC – Heating, ventilation and air conditioning
ID – Identification
IHE – Institution of higher education
i-PASS – Integrated Pathways to Adult Student Success
ISE – Instructional Support and Enhancement
ISTE – International Society for Teacher Education
MOU – Memorandum of understanding
N/A – Not applicable
OEM – Original Equipment Manufacturer
OEPA – Office of Education Performance Audits
OIEP – Office of Institutional Education Programs
PD – Professional development

PK-12 – Pre-kindergarten to 12th grade
PTO – Parent Teacher Organization
RESA – Regional Educational Service Agency
RFI – Request for information
RFP – Request for proposal
RFQ – Request for quotation
ROI – Return on investment
SB – Senate Bill
SBA – School Building Authority
SMARTER Balanced Assessments – Summative Multi-state Assessment Resources for Teachers and Educational Researchers Balanced Assessments.
SUCCESS – Student Utilization of Computers in Curriculum for the Enhancement of Scholastic Skills
TFA – Teach for America
TIS – Technology information specialist
TSS – Technology systems specialist
UC – Unscheduled Closings
USAC – Universal Service Administrative Company
USDOE – United States Department of Education
WAN – Wide Area Network
WBOE – West Virginia Board of Education
WESTEST2 – West Virginia Educational Standards Test 2
WOW – WVEIS on the Web
WVCPD or CPD – West Virginia Center for Professional Development
WVDE – West Virginia Department of Education
WVEIS – West Virginia Education Information System
WVTEM – West Virginia Teacher Effectiveness Measure
WVVS – West Virginia Virtual School



Appendix

West Virginia Education Information System: Addressing the Issues

WVEIS is a 22-year-old-system that is based on antiquated technology called text-based computing. Text-based computing has arguably been obsolete since 1992. As such, maintenance of the system is cumbersome, while users are left to deal with a system that looks and feels out of date. It is also not considered sufficient for supporting some management operations, including human resources. This has led to counties having to implement their own systems to make up for WVEIS shortcomings.

The county systems are not integrated, often due to the difficulty and complexity of integrating with a WVEIS that is based on 22-year-old technology. WVDE technology personnel are reluctant to make changes to the system unless absolutely necessary, which ultimately results in less and less compatibility with newer modern systems which the districts would like to use.

Known problems with WVEIS include:

- ☐ WVEIS was originally designed as an administrative tool, not an end-user. WVEIS was never intended for teacher use. It has a design foundation that was not intended to support personalized learning.
- ☐ The WVEIS program, when compared to recent software programs that many in-state users are beginning to use, is not intuitive and difficult to migrate throughout the system.
- ☐ A myriad of organizational dynamics have recently come into play whereby multiple offices at the WVDE are responsible for giving direction for data input and extract. Unfortunately, not all the offices are on the same page with one another in WVEIS development and use.
- ☐ The WVEIS program has limited accessibility. There is no access available for parents; this is why counties purchase outside vendor grade book, attendance and discipline programs. A user must be on the West Virginia K-12 network to access the system (teachers can't access WVEIS from home).
- ☐ By 21st century technology standards, an AS400 system is not cutting edge and in itself creates problems for incorporating high quality cold fusion language or industry standard Schools Interoperability Framework (SIF).
- ☐ Generated WVEIS reports are difficult to request, prepare and interpret. (Queries have to be generated outside the local school system's area of influence).
- ☐ WVEIS data entry is labor intensive and enhances any and all opportunity for human error.
- ☐ WVEIS support documentation posted is out of date (some refer to 2007).
- ☐ WVEIS and annual measurable objectives (AMOS) for career and technical systems do not interface. Data must be entered twice.
- ☐ WVEIS and the State Finance System do not interface.

WVEIS on the Web is little more than a web-based redevelopment of the standard WVEIS system. Known problems with WVEIS on the Web include:

- WVEIS WOW has been in development for over six years and is still incomplete.
- Random occurrences of errors and glitches, especially with STU.301 Maintain Student Information.
- Users are not confident that data entered into WOW will be saved to the

main database, especially in the scheduling module.

- Multiple errors with the piloted employee evaluation system.
- Lack of centralized support for all new modules.
- Access to all administrative levels is shielded.
- Consistency of use, frequent downtime for users.
- The graphical user interface design is not user friendly and not current with today's programming availabilities.



Endnotes:

¹ Whole-School Reform:

Transforming the Nation's Low-Performing High Schools, By Tara N. Tucci
Policy Brief for Alliance for Excellent Education, July 2009.

Rand Study conducted for US Dept of Ed on Whole-School Reform Evaluating
Comprehensive School Reform Models at Scale Focus on Implementation
Georges Vernez, Rita Karam, Louis T. Mariano, Christine DeMartini
2006.

http://www.rand.org/content/dam/rand/pubs/monographs/2006/RAND_MG546.sum.pdf

² Game Change Position Paper

³ [hppt://www.chegg.com](http://www.chegg.com).

⁴ Teens, Cell Phones and Texting - Text Messaging Becomes Centerpiece of Communication
Building a Grad Nation Report Progress and Challenge in Ending the High School Dropout Epidemic,
2012.

⁵ Understanding the Implications of Online Learning for Educational Productivity.

⁶ Email from Keith Burdette, executive director, WVDE Office of Human Resources, dated September 14, 2012.

⁷ Recommendations for this section were informed by WVDE staff interviews and "Actions Underway" document provided by email dated October 12, 2012, from Betty Jo Jordan, executive assistant, WVDE Office of the Superintendent.





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