

Policy ~~2600~~ 210 – County Educational Program

Revised policy and repeal of Policy 2114 (Meeting State Accountability Measures), Policy 2605 (Program Accountability and Evaluation) and Policy 2623 (Student Assessment) effective upon passage

1st reading November 28, 2018

2nd reading

3rd reading

Statutory authority West Virginia Code 18-2E-5, 18-5-13 and West Virginia Board of Education Policies 2322, 2510

Administrative Guidelines

(none)

The Roane County Board of Education is committed to establishing rigorous academic standards and providing high quality programs for every student in its schools. The Board will collaborate with parents, educators, communities, business and industry, and higher education to fulfill this commitment. It is imperative that the Board, the school, community, students and families of students cooperate to establish high expectations for student performance and become actively involved in the education process, thereby enabling students to succeed in the classroom and the workplace, lead healthy, rewarding and productive lives, and participate responsibly in society.

The Board shall provide the necessary resources, including technology, to ensure that students attain high standards of performance. At early levels, students will achieve proficiency in the basic skills of literacy, mathematics, science, social studies, the arts, and learning skills and technology tools. Achievement of these skills will provide the foundation for later intellectual challenges in all programs of study. Students will explore their interests and abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The Board anticipates the provision of sufficient resources and support, including an adequate system of professional learning, appropriate instructional materials, and reliable assessment measures, to realize the goal of producing students who are college and career-ready as defined by the West Virginia State Board of Education.

Schools, in cooperation with the Board, will determine their individual curriculum, teaching methods, and instructional design, pursuant to this policy, to assist students in achieving high levels of performance in the adopted and approved content standards. Appropriate accountability measures will ensure that students and educators achieve high levels of performance.

The major purposes of this policy are to improve the quality of learning and teaching in the Roane County Schools and to ensure that equal education opportunities are provided to all students. Equal education opportunities to achieve one's potential include, but are not limited to: comparably high quality programs of study, including exploring career development opportunities; student support programs; personnel; facilities; instructional materials; supplies; equipment; technology integration; and effective instructional practices. Given the demands of the global marketplace, it is essential that all students become lifelong learners prepared for successful entry into post-secondary education or the workplace.

Ensuring a quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students. Providing such an education system shall be the goal of the Board of Education. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education to be available to all students. The elements of a thorough and efficient system of education are:

- A. high quality education programs, student services and experiential learning opportunities;
- B. high quality administrative and instructional practices, personnel, facilities, instructional materials, technology integration, supplies and equipment;
- C. safe and caring environment that fosters supportive relationships, is free from harassment, intimidation, bullying, discrimination and other inappropriate forms of conduct, and that involves parents;
- D. a demanding curriculum for all students, with emphasis on the core academic programs of study that are aligned with rigorous standards, learning skills and technology tools and are communicated to students, parents and communities; and
- E. accountability measures to ensure the public that a thorough and efficient system of education is being provided to students enrolled in the public schools of this County.

The Board shall plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations shall be made available to all students. In carrying out this responsibility, the Board may, by specific policy, memorandum of understanding and/or contract:

- A. cooperate with one (1) or more counties in establishing and maintaining joint programs;
- B. use regional services or contract for services with public or private agencies having appropriate programs;
- C. coordinate and share programs, related services and resources with other organizations, agencies and local businesses.

The Board shall:

- A. collaborate with local business and community groups through establishment of partnerships and a County steering committee;
- B. be responsible for developing and implementing a strategic plan that results in systemic change in the areas of organizational culture, curriculum, instruction, school effectiveness, and student support through a continuous improvement process, based on the West Virginia State Board of Education policy 2460, Educational Purpose and Acceptable Use of Electronic Resources, Technologies and the Internet and West Virginia Virtual School;
- C. distribute the Board's resources as determined by the plan;
- D. be accountable to the public through the annual West Virginia Report Card.

The education program offered in Roane County Schools is defined in broad terms as all of the education activities take place during the instructional day and the school year. The education program provides education opportunities for students to achieve high levels of learning in programs of study through approved content standards that prepare students to be lifelong learners and successful citizens in a competitive global society. The education program is based upon information provided through research relevant to best practices in teaching and learning.

The education program for Roane County Schools is structured and based on three (3) programmatic levels:

- A. Early Learning Programs
- B. Middle School Programs
- C. High School Education Programs

The Board of Education has adopted policies and implemented written procedures to define its education program for each of these programmatic levels.

Meeting State Accountability Measures

The West Virginia State Board of Education has established an accountability system for West Virginia public schools ~~and an approval process for school systems based on 1) measures of student performance and 2) a system of reviews through which school and school system quality is examined and publicly reported.~~ in West Virginia Board of Education Policy 2322.

It is the intent of the this Board of Education to annually attain Full Approval status for the County and an "A" grade designation for that each school and the county as whole annually meet or exceed standards in all areas of the West Virginia Balanced Score Card.

The Superintendent shall develop a plan annually that outlines the steps the County need(s) to take to achieve full approval and for each school to achieve an "A" grade. S/He shall also estimate the additional resources that will or may be necessary to be able to implement the annual plan and the annual cost to the County to provide such resources. These estimated costs shall then be incorporated into the budget proposals submitted to the Board each year and identified as such.

Maintaining a designation of full approval for the County and an "A" grade for each school will require both the understanding and support of parents and the community at large. Thus, it will be necessary to establish and maintain a communications program to the community to keep them informed of the current status of the County and each school and the resources that are needed to continue to become an "A" school.

Thus, the Board through the County Superintendent of Schools must exercise leadership and provide appropriate support to accomplish this intent. It is the responsibility of the Board through the Superintendent, to direct, support, and monitor school responsibilities for the accreditation process. The specific responsibilities are:

A. ——— Develop Understanding of Accreditation Processes. The school system will implement a professional development process. Through this professional development process, principals, teachers, and appropriate stakeholders become knowledgeable of accountability and accreditation processes. The professional development shall advance staff knowledge of accountability measures on which school grading is based, procedures for school accreditation, and effects of school and classroom conditions on student performance.

————— B. ——— Establish Local Direction. The Superintendent shall develop and communicate 1) procedures for local implementation of the school accountability and accreditation processes and 2) expectations regarding the improvement of student performance and school quality.

————— C. ——— Monitor School Responsibilities: The County Board will monitor individual school implementation of accreditation processes including the following:

————— 1. ——— Completion of the annual School Monitoring Report according to requirements, including holding schools accountable for compiling the report in a collaborative process and basing responses on the perceptions of the school faculty and LSIC members.

————— 2. ——— Review and verify the accuracy of the School Monitoring Report.

————— 3. ——— Ensure school strategic planning processes consider the annual and cyclical feedback provided through the accreditation process.

————— 4. ——— Ensure that all audit review findings are sufficiently addressed according to the directives and timelines established by the West Virginia Board of Education.

————— D. ——— Establish Supports and Expectations that Impact Student Performance. The Board shall implement processes, provide supports, and develop expectations that ensure all schools achieve a C or above and all schools are improving. Those responsibilities are:

————— 1. ——— Develop instructional leadership skills of principals. Create expectations that all schools are student-centered and learning-focused.

————— 2. ——— Support school continuous improvement and strategic planning processes as outlined in West Virginia State Board of Education policy 2320 so each school has structures in place for collective self-assessment and goal-setting that lead to improved performance.

~~3. Implement school based professional development programs that address the unique needs of staff and students.~~

~~4. Differentiate support and resources to individual schools according to performance grades, ensuring that all students in the school system have equitable opportunities for success.~~

Program Accountability and Evaluation

The Board of Education believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the County Schools, the Board has the responsibility for assessing how well goals are being accomplished.

The Board shall fulfill this responsibility by establishing a means for the continued evaluation of results which shall be systematic and specific, including but not limited to the means established in West Virginia Board of Education Policy 2322.

The following goals from West Virginia's Elementary and Secondary Education Act (ESEA) Flexibility Request will guide accountability for the District and its schools.

~~A. By 2020, all schools will meet their West Virginia Accountability Index target, comprising proficiency rates, performance of the bottom twenty-five percent (25%) of students, student growth, and attendance or graduation rates.~~

~~B. By 2020, at least seventy-five percent (75%) of all students will become proficient in mathematics and English language arts.~~

~~C. All students will be taught by highly qualified teachers.~~

~~D. All students will be educated in learning environments that are safe, drug free, and conducive to learning.~~

~~E. By 2020, at least eighty-five percent (85%) of all students will graduate from high school within four years of enrolling in grade 9 and at least eighty-seven and a half percent (87.5%) of all students will graduate from high school within five years of enrolling in grade 9.~~

~~A single system of accountability will be applied to the District and its schools as per West Virginia State Board of Education policy 2320, A Process for Improving Education: Performance Based Accreditation System.~~

~~The Superintendent shall recommend improvements in the educational program annually, based on County evaluation of assessment data.~~

~~The Board reserves the right to employ experts from outside the School System to serve in the evaluation process.~~

~~The Board will annually make available to the public the progress of the student body toward the goals of the County Schools.~~

~~Assessment results obtained under this policy shall not be used for comparison purposes except as required by statute and State Department of Education regulations or as authorized by the Superintendent or the Board.~~

Student Assessment

The Board of Education shall assess student achievement and needs in all program areas in compliance with the law and rules of the West Virginia Board of Education policies, including but not limited to West Virginia Board of Education Policy 2340. The purpose will be to determine the progress of students and to assist them in attaining the content standards and objectives and the educational goals of this District.

At least annually, staff members will assess the proficiencies and needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The West Virginia Measures of Academic Progress (WV-MAP) is a comprehensive assessment system that measures student performance. These measures include the West Virginia general summative assessment, the West Virginia alternate summative assessment, a mutually agreed upon grade 12 college readiness assessment, NAEP, and pilot tests and field tests sanctioned by West Virginia Department of Education.

The District shall analyze the assessment results, evaluate student, school, and District performance related to test results, use the data to increase student learning and improve school achievement according to West Virginia State Board of Education policy 2320, A Process for Improving Education: Performance Based Accreditation System.

Program Regulations

~~A. WEST VIRGINIA STATE-WIDE GENERAL SUMMATIVE ASSESSMENT OR THE WEST VIRGINIA STATE-WIDE ALTERNATIVE SUMMATIVE ASSESSMENT.~~

- ~~1. All public school students enrolled in grades 3-11 shall be assessed using the West Virginia general summative assessment or the West Virginia alternate summative assessment at the grade level in which they are enrolled in the spring of each year.~~
 - ~~a. The West Virginia general summative assessment assesses the content areas of ELA ("English, Language Arts") and mathematics for grades 3-11, and science in grades 4, 6, and 10.~~
 - ~~b. The West Virginia alternate summative assessment assesses the content area of ELA and mathematics in grades 3-11, and science in grades 4, 6, and 10.~~

~~ESEA established a one percent (1%) cap on the number of proficient West Virginia alternate summative assessment scores that may be included in accountability measures at the school and District. West Virginia Department of Education will randomly select scores to count as proficient in calculations for any school or district whose number of students participating in the West Virginia alternate summative assessment exceeds the one percent (1%) cap.~~

- ~~2. All English Language Learner ("ELL") public school students shall participate in the West Virginia general summative assessment or the West Virginia alternate summative assessment in the grade level in which they are enrolled. The ELL Committee will determine the appropriate accommodations, if any West Virginia Board of Education policy 2417), using the ELL Assessment Participation Form.~~
 - ~~a. All public school ELL students eligible to participate in the State's English language proficiency assessment shall do so with accommodations as determined by their respective ELL Committees, IEP Teams, SAT Teams, or Section 504 Committees. The documentation procedure for ensuring accommodations are provided on the State's language proficiency assessment is outlined in the West Virginia Guidelines for Participation in Statewide Assessments.~~
 - ~~b. When an ELL student is also identified as a student with a disability under West Virginia Board of Education policy 2419, the IEP Team will determine the appropriate assessment and accommodations. The team membership should include an English language specialist. The IEP will address specific accommodations relevant to the identified disabilities in the IEP. The ELL Assessment Participation Form will address designated supports relevant to the ELL status of a student.~~
 - ~~c. When an ELL student is also identified as a student with a disability under Section 504, the Section 504 Committee will determine the student's appropriate accommodations. The team membership should include an English language specialist. The 504 plan will address the specific accommodations relevant to the identified disabilities in the 504 Plan. The ELL Assessment participation Form will address designated supports relevant to the ELL status of a student.~~

- d. ~~Former ELL students' West Virginia general summative assessment or the West Virginia alternate summative assessment scores will be included in the ELL subgroup for two (2) years after they have attained English proficiency.~~
- 3. ~~All public school students with disabilities who are eligible for services as defined in West Virginia Board of Education policy 2419 shall participate in the West Virginia general summative assessment or the West Virginia alternate summative assessment at the grade level in which they are enrolled with appropriate designated supports and accommodations, if any, as determined by their IEP Team.~~
 - a. ~~All public school students with significant cognitive disabilities and whom meet the criteria for participation in the West Virginia alternate summative assessment as determined by their IEP Teams shall participate in the West Virginia alternate summative assessment.~~

The process for ensuring IEP accommodations is provided in the Participation Guidelines.
 - b. ~~All public school students with disabilities as defined by Section 504 shall participate in the West Virginia general summative assessment in the grade level in which they are enrolled. Appropriate designated supports and accommodations, if any, must be determined by the student's Section 504 Committee and documented in the student's Section 504 Plan and incorporated into the West Virginia Education Information System (WVEIS).~~
 - c. ~~All public school eligible students with disabilities under West Virginia Board of Education policy 2419 whose IEP placement is Special Education: Out of School Environment, are to be assessed at the school in which the student is enrolled or an alternate testing site approved by the District Test Coordinator. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy and in West Virginia Board of Education policy 2340.~~
- 4. ~~All public school students with a SAT Plan shall participate in the West Virginia general summative assessment at the grade level in which they are enrolled with appropriate designated supports and accommodations, if any, as determined by their SAT Team.~~

B. ~~TRANSITION MATHEMATICS AND ENGLISH LANGUAGE ARTS ASSESSMENT FOR SENIORS~~

~~All public school students enrolled in Transition Mathematics for Seniors and/or Transition English Language Arts for Seniors courses, with the exception of those who meet the criteria to take the West Virginia alternate summative assessment, will take mutually agreed-upon assessment to determine whether a student has met the college and career readiness standards prior to graduation from high school. Students will take this assessment with accommodations as determined by their respective IEP Teams, SAT Teams, Section 504 Committees or ELL Committees in a specified testing window during their senior year.~~

~~Mathematics for Seniors and/or Transition English Language Arts for Seniors courses will be excused from taking the mutually agreed-upon assessment upon provision of appropriate documentation of the West Virginia general summative assessment, ACT or SAT scores that meet the placement standard(s) prior to the beginning of the testing window for the mutually agreed-upon assessment.~~

C. ~~NAEP~~

~~All public school students enrolled at grades 4, 8 and 12 who are part of the NAEP state sample shall participate in the NAEP, a component of the WV MAP. Principals or their designee shall complete the required school questionnaires. Teachers of the sampled students shall complete the teacher questionnaire for the assessed target. The participant(s) of this test will be determined by a random sample at the national level. All students on the school roster shall be given the opportunity for selection. Students participating in the West Virginia alternate summative assessment and students with IEPs, SAT Plans, Section 504 Plans, or ELL Assessment Participation Forms who cannot be accommodated by NAEP may be excluded from participation or assessed and not scored after having been randomly selected. Any student being considered for exclusion should be reported to the NAEP State Coordinator.~~

All homebound public school students are to be assessed at the schools in which the students are enrolled or at alternate testing sites approved by the District Test Coordinators. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in this policy and West Virginia Board of Education policy 2340.

All public students enrolled in alternative education programs shall participate in the WV MAP. The test scores for students in alternative programs shall be aggregated in the results of the home district/school of referral as defined by West Virginia Board of Education policy 4373.

Home-instructed (home-schooled) students may participate in the WV MAP under standard conditions administered in the public schools of the District in which they reside. Each academic year, the home instructor must notify the District Test Coordinator of the intent to participate in the WV MAP. Students may participate in the West Virginia general summative assessment provided that the home instructor notifies the District Test Coordinator of the intention to participate at least two (2) months prior to the testing window. Home-instructed students will be assigned: 1) a location for testing with an approved educator who has completed the required training as an examiner/scribe and signed the West Virginia Board of Education Examiner's/Scribe's Secure Materials and Test Procedures Agreement, and 2) test dates by the District Test Coordinator during the testing window. All educators and home-instructed students participating in the assessments of the WV MAP shall be required to follow all testing guidelines and procedures set forth in this policy and West Virginia Board of Education policy 2340. Violations of these policies shall result in the loss of testing privileges.

All nonpublic school students may participate in WV MAP. Each academic year, the nonpublic school administrator must submit a Participation Form and a Verification of Certification Form to the Office of Assessment and to the District Test Coordinator in the District where the nonpublic school is located by a date to be determined by the Office of Assessment. The District Test Coordinator, not the nonpublic school, will receive all testing material and release the testing materials to the nonpublic principal/assigned building level coordinator upon completion of the required training and receipt of signed West Virginia Board of Education Principal and/or Building Level Coordinator Secure Materials and Test Procedures Agreement (required annually). All educators and nonpublic school students participating in the assessments of the WV MAP shall be required to follow all testing guidelines and procedures set forth in this policy. All educators who have access to secure test materials must be trained annually. The District Test Coordinator, in conjunction with the Principal/Building Level Coordinator at the participating nonpublic school, will determine training dates. Violations of this policy and West Virginia Board of Education policy 2340 shall result in the loss of testing privileges.

The West Virginia Board of Education shall provide an appeal process for the District when it is believed there are statistical errors in the assessment data. This appeal process shall be available to the District Superintendent as per West Virginia Board of Education policy 2320.

Administration Regulations

The WV MAP assessment shall be administered according to the schedule published by the West Virginia Department of Education Office of Assessment. A reasonable effort shall be made to provide each student with a make-up test during the scheduled testing window. The Superintendent shall establish a District testing window, which falls within the West Virginia Department of Education mandated testing window. Once established, no District's window may be changed without West Virginia Department of Education approval.

A District Test Coordinator who has completed training in administering the testing instruments used in this program shall manage the WV MAP assessment program. The District Test Coordinator/Alternate District Test Coordinator or a West Virginia Department of Education trained designee shall be available either in person or by telephone during the testing windows to address any questions/concerns.

The District shall ensure that all appropriate District office staff are trained on security and school personnel are adequately trained in administration and security of WV MAP assessments and the interpretation and use of test data.

The District shall ensure that Principals and Building Level Coordinators, when designated by the Principal, must deliver adequate training and professional development to all educators who administer WV-MAP assessments. Each District Test Coordinator shall develop and implement procedures regarding the administration of the WV-MAP and shall collaborate with District office staff and school personnel to develop and implement procedures for the analysis and application of test results.

Public/nonpublic school educators who meet the definition of examiner shall administer any portion of the WV-MAP for children as assigned by the Principal or Building Level Coordinator. All requirements stipulated in the Appendices of the West Virginia Board of Education policy 2340, must be adhered to in all test administration, including pilot tests and field tests sanctioned by the West Virginia Department of Education. Any West Virginia public/nonpublic school employee involved in any phase of the testing program shall be trained in secure materials and/or assessment administration procedures as defined in policy.

An examiner:

- A. ~~must be a currently employed educator and/or an approved employee of the State, District or RESA, or a currently employed educator of a nonpublic school;~~

~~All nonpublic school educators must be approved by the West Virginia Department of Education.~~

- B. ~~must hold a valid West Virginia teaching license or certification granted by the Office of Professional Preparation;~~
- C. ~~must have been trained and must have on file a signed Examiner's/Scribe's Secure Materials and Test Procedures Agreement for the purpose of administering or assisting with the administration of an assessment included in the WV-MAP, including pilot tests and field tests sanctioned by the West Virginia Department of Education;~~
- D. ~~may be a substitute teacher or an aide serving as an examiner for special needs students when instructionally assigned;~~

~~All aides must be providing services to the student during instruction and be approved by the West Virginia Department of Education.~~

- E. ~~may not be a student teacher; unless s/he is a teacher in residence; and~~

~~"Teacher in Residence" is an intensively supervised and mentored residency program for prospective teachers during their senior year that refines professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in West Virginia Public Schools. (WV Code 18A-3-1).~~

- F. ~~may not administer WV-MAP assessments to family members. Decisions regarding potential conflicts of interests involving test administration will be the responsibility of the District Coordinator.~~

The District shall ensure that all Principals and Building Level Coordinators, as well as all other appropriate District office and school building level professional staff and personnel are, as appropriate, adequately trained in test administration, interpretation, and use of test data. All irregularities that represent cheating, security breaches, testing administration breaches, or copyright infringements shall be reported according to guidelines outlined in West Virginia Board of Education policy 2340.

Principals/Building Level Coordinators at nonpublic schools that administer any portion of the WV-MAP are required to have a valid West Virginia teaching license/certification, as do public school Principals and building level coordinators.

Any West Virginia nonpublic school employee involved in any component of the testing program shall be trained in appropriate assessment administration and test security procedures. Test administrators shall hold a valid West Virginia teaching license/certification and must be approved by the West Virginia Department of Education.

Any person who transcribes must: (1) be a trained examiner as defined by this policy, (2) sign the Scribe Verification Form at the conclusion of the transcription; and (3) list the name of each student whose work was transcribed, each student's enrollment grade and the parts of the test that were transcribed on the WVBE Scribe Verification Form. The form is to be sent to the Principal or Building Level Coordinator upon completion.

All allowable designated supports and testing accommodations identified on the student's current school year, finalized, on-line IEP, Section 504 Plan, SAT Plan or ELL Assessment Participation Form must be provided during the test administration, as established in his/her plan. The Principal or Building Level Coordinator will identify students needing accommodations and the designated accommodations shall be implemented by the examiner or through technology. Schools and the District are to monitor and report the implementation of accommodations as defined in the Participation Guidelines.

All irregularities of student misconduct that represent student cheating, security breaches, testing administration breaches, or copyright infringements shall be reported according to guidelines outlined in this policy.

School, District or RESA Assessment

- A. The school, District, or RESA may develop assessments aligned with the content standards and objectives to drive instructional improvement for all students.
 - 1. Assessment may include standard, non-standard:
 - a. performance assessments or portfolios;
 - b. observation performance data;
 - c. achievement checklists;
 - d. aptitude tests;
 - e. vocational inventories;
 - f. tests of mental ability;
 - g. demonstrations of student capability in non-school settings;
 - h. teacher-made tests and other assessments that are at the direction of and use by the classroom teacher.
 - 2. A formative assessment process and reporting system shall be used in grades Pre-K-3 to provide educators with information to inform instruction, personalize planning, and share individual students' progress with families in meaningful ways.
 - 3. All public school students may be assessed with the appropriate end-of-course (EOC) tests at the grade level in which they are enrolled and taking the course. All public school eligible students with disabilities under West Virginia Board of Education policy 2419 or Section 504 will be assessed if necessary with the appropriate accommodations and/or with modifications as determined by their respective IEP Teams or Section 504 Committees or LEP Committees.
- B. The Board shall also require that:
 - 1. any student performing below mastery on classroom assessments in reading/language arts or mathematics, shall be provided intervention through extra help, multiple instructional strategies, and extra time in the classroom and in other school settings, as other settings are appropriate;
 - 2. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
 - 3. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
 - 4. the results of each school-wide, program-wide, and District-wide test be made part of the public record.

The West Virginia Board of Education may provide through the assessment program other optional testing or assessment instruments applicable to grade levels kindergarten through grade twelve which may be used by each school to promote student achievement upon approval by the school curriculum team or the process for teacher collaboration to improve instruction and learning established by the faculty senate as provided in WV Code 18-5A-6. The West Virginia

~~Board of Education shall annually publish and make available, electronically or otherwise, to school curriculum teams and teacher collaborative processes the optional testing and assessment instruments. The failure of a school to use any optional testing and assessment may not be cited as a deficiency in any accreditation review of the school; nor may the exercise of its discretion in using the assessments and implementing the instructional strategies and programs that it determines best to promote student achievement at the school be cited as a deficiency in any accreditation review of the school or in the personnel evaluation of the Principal.~~