

# Reference Guide for County Support, Accountability, Recognition, and Accreditation

***Policy 2322: West Virginia Support and Accountability***

**Office of Accountability | 2022-2023 School Year**



West Virginia DEPARTMENT OF  
**EDUCATION**



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2022-2023**

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# Table of Contents

- Introduction.....2
- West Virginia Standards for Effective Schools.....3
- County Accountability, Support, Recognition, and Accreditation.....4
- West Virginia Accountability System .....4
- Introduction.....4
- WVAS Indicators.....5
  - Academic Achievement.....5
  - Academic Progress Indicator.....5
  - Graduation Rates .....5
  - Progress on English Language Proficiency (ELP) .....5
  - Student Success .....5
- WVAS Inclusion Requirements .....5
  - Full Academic Year (FAY) Enrollment.....5
  - Minimum Cell Size.....5
- School Programmatic Levels .....6
- Participation Rate .....6
- WVAS Performance Categories .....6
- Extended Timeline of Balanced Scorecard Academic and Student Success Indicators.....7
- Support and Accountability for Counties.....8
- County Operational Effectiveness: Indicators of Efficiency.....9
- County Operational Effectiveness: Support and Accountability .....11
- WVDE Offices, Contact Information, and Determination Methods for the Efficiency Indicators .....12
- Career and Technical Education.....12
- Child Nutrition.....13
- Facilities.....14
- ESEA Programs .....15
- Finance.....16
- Personnel.....17
- Special Education .....17
- State Required Data Collections.....18
- Transportation.....18
- Universal Pre-K Readiness and Pre-K/School Readiness Indicator .....19
- County Board of Education Member Effectiveness.....21
- Extraordinary Circumstances.....22
  - State of Emergency .....22
  - Immediate Intervention.....23
  - Special Circumstance Review.....25
- Policy 2322 Responsibilities and Processes.....26
  - County Board of Education Member .....26
  - County Board of Education Staff.....26
  - School Staff.....27
  - Faculty Senate.....27
  - Local School Improvement Council .....28
- Annual School and County Recognition.....30
- Office of Accountability Contact Information .....31

# Introduction

The Office of Accountability provides the following reference guide containing information and materials for counties and schools to use when training faculty and staff for compliance with West Virginia Board of Education (WVBE) Policy 2322: West Virginia System of Support and Accountability. This reference guide should not replace reading the policy in its entirety.

To access Policy 2322, please visit <https://wvde.us>.



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## 1. Clear and Focused Mission

**Definition:** *The school's purpose and approach to support learning for all*

**Key Concepts**

- A culture of ownership for student success
- Shared beliefs and values
- Commitment to a shared vision

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## 2. Instructional Leadership

**Definition:** *Ensuring the effectiveness of instruction leads to student achievement*

**Key Concepts**

- Principal ensures implementation of high yield instructional strategies
- Staff lead and assume responsibility for overall academic success
- Students are engaged in age-appropriate leadership opportunities

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## 3. High Expectations for Success

**Definition:** *Purposefully providing a climate in which all students can learn and succeed*

**Key Concepts**

- Staff believe in and demonstrate their ability to successfully teach all students
- Staff believe all students can and will obtain mastery
- Responses and adjustments occur to assure mastery when some students do not learn, or have already mastered the concept

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## 4. Positive and Safe Environment

**Definition:** *Orderly, purposeful, and accommodating of all students' needs*

**Key Concepts**

- Collaboration and cooperation are pervasive among staff and students
- Appropriate behavior is expected and supported
- Student diversity is embraced and respected

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## 5. Equitable Opportunities to Learn and Effective Instruction

**Definition:** *Sufficient time for meaningful learning is provided to all students*

**Key Concepts**

- Instructional time is utilized efficiently and effectively
- Instructional activities are rigorous and aligned to student interest and State Standards
- Feedback is timely, ongoing, and supports individual student growth

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## 6. Frequent Monitoring of Student Progress

**Definition:** *A variety of data are used as the basis for adjusting the instructional approach*

**Key Concepts**

- Formative assessments are utilized to measure student performance
- Student performance is used to guide instructional decisions
- Teacher monitors student progress toward established instructional goals

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## 7. Family and Community Partnerships

**Definition:** *Purposeful relationships exist between families, community, and the school*

**Key Concepts**

- The school community fosters shared responsibility for student success
  - Community understands and supports the school's mission
  - Partnerships exist between school and community to support academic, social-emotional, and physical needs
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# County Accountability, Support, Recognition, and Accreditation

To ensure each county board of education provides a thorough and efficient education for its students, the WVBE shall review annually information submitted for each county. County status will be reviewed and determined based on multiple measures of student performance and county operational efficiency. A county scorecard and efficiency profile will be provided by the Office of Accountability.

School accreditation shall be reviewed annually and determined in a balanced manner that gives fair credit to multiple measures affecting students and subgroups of students in the school. The accountability of schools will be measured by the academic achievement, academic progress, and success indicators reported annually on the West Virginia Schools Balanced Scorecard with each indicator identified by a performance level.

The WVBE will review annually the information submitted by the West Virginia Department of Education (WVDE) and issue each county board of education an approval status.

W. Va. §18-2E-5. (I) School system approval. - The state board annually shall review the information submitted for each school system from the system of education performance measures and issue to each county board an approval status in compliance with federal law and established by state board rule.

## West Virginia Accountability System

### ***Introduction***

The West Virginia Accountability System (WVAS) for public education, developed in accordance with the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, was designed to provide meaningful feedback about county and school performance, and these data results are located on the WV Balanced Scorecard dashboard. County and school performance determinations derived from the WVAS are profoundly dependent on the availability, validity, and reliability of multiple sources of information about the state's public education system. The principal sources of information are data submitted and certified as accurate by local school districts through the West Virginia Education Information System (WVEIS) and validated data derived from WVDE-approved assessments administered by counties, and processed through ZoomWV, West Virginia's source for validated pre-K through grade 12 education data. The WVDE has made every reasonable effort to ensure that the data used in county and school performance determinations are accurate.

## ***WVAS Indicators***

### **Academic Achievement**

The Academic Achievement component of the WVAS is based on summative assessment scores for all students in grades 3-8 and grade 11. Using student scores, performance points are assigned in a progressive manner corresponding to the four achievement levels reported on the West Virginia General Summative Assessment (WVGSA) and West Virginia Alternate Summative Assessment (WVASA) in English language arts (ELA) and mathematics as defined in W. Va. 126CSR14, WVBE Policy 2340: West Virginia Measures of Academic Progress.

### **Academic Progress Indicator**

The Academic Progress Indicator for all public elementary and middle schools is based on a comparison of results on the WVGSA for student cohorts from one year to the next. The Does Not Meet Standard, Partially Meets Standard, and Meets Standard WVGSA performance levels will be subdivided into three increments. Progress is determined as the percentage of students who improve by one or more performance level increments between years, and the percentage of students demonstrating the highest level of performance (i.e., Exceeds Standard) in the previous year who remain at that level.

### **Graduation Rates**

For high schools, the graduation rate component of the WVAS is the four-year cohort graduation rate and the five-year cohort graduation rate identified as two separate indicators.

### **Progress on English Language Proficiency (ELP)**

The progress on ELP indicator is based on results of the ELP Assessment (ELPA21) for English learner (EL) students in grades 3-8 and grade 11. The indicator examines the progress of English Learners (EL) students in reaching an annual target across each of the four ELPA21 domains of listening, reading, speaking, and writing.

### **Student Success**

The student success indicators focus on attendance, behavior, and college- and career-readiness within programmatic levels.

## ***WVAS Inclusion Requirements***

### **Full Academic Year (FAY) Enrollment**

Full Academic Year (FAY) enrollment, also certified by local school districts in June of each year, is used in conjunction with EOY enrollment to identify FAY students; that is, students enrolled in a school for at least 135 days.

### **Minimum Cell Size**

In the WVAS, if there are at least 20 FAY students in a particular subgroup enrolled in the school, their results are accountable.

## School Programmatic Levels

Elementary, middle, or high school classification is determined by the highest grade level of accountability in a school, regardless of grade configuration.

## Participation Rate

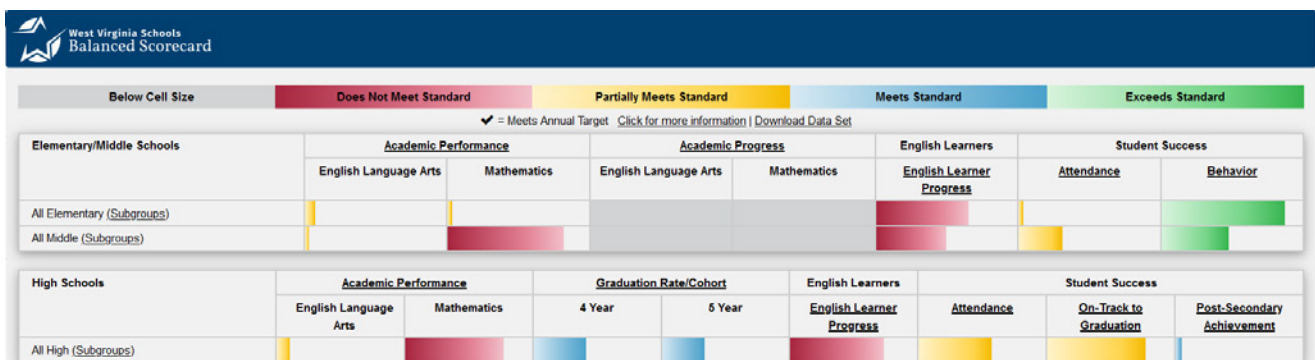
Participation rates ensure all students are well represented when making school performance determinations. Each school will be required to meet a 95 percent participation rate for all FAY students and for each subgroup of students on the academic achievement, academic progress, and ELP accountability indicators. To reinforce this participation rate requirement, WVAS calculations for these indicators will utilize a denominator that represents 95 percent of enrolled FAY students, or the number of enrolled FAY students assessed, whichever is greater.

## WVAS Performance Categories

Four color-coded performance level categories were developed for differentiating county and school performance on each accountability indicator measure.

<b>Exceeds Standard</b>	Indicates distinctive school performance on a particular indicator measure and exceeds the expected level of performance set by the State.
<b>Meets Standard</b>	Indicates that a school's performance on a particular indicator measure is within the range of expected performance set by the State.
<b>Partially Meets Standard</b>	Indicates that a school's performance on a particular indicator measure is approaching the expected range of performance set by the State.
<b>Does not Meet Standard</b>	Indicates that a school's performance on a particular indicator measure is unacceptably below the expected level of performance set by the State

To access the WV Balanced Scorecard website, please visit <https://wvde.us>. Access county-level data by downloading the Excel file **Download Data Set** on the Balanced Scorecard.





# Extended Timeline of Balanced Scorecard Academic and Student Success Indicators



As part of West Virginia’s Statewide Accountability System, the West Virginia Schools Balanced Scorecard will determine the annual accountability ratings for schools and districts as measured by academic achievement, academic progress, graduation rate and student success indicators in accordance with Policy 2322: *West Virginia Support and Accountability*.

When the 2022 WV Balanced Scorecard is released this fall, the results will be the **baseline data** used to calculate the district’s long-term goals and targets set for the 2029-2030 school year and provide identification as follows:

**2022** Any indicators rated as **Does Not Meet Standard** (red) will result in the county receiving an “On Watch Identification” for that indicator.

**2023** Data will be compared to SY 22 data\* –

- ▶ If some improvement has been made, but the indicator is still rated as **Does Not Meet Standard** (red), the county will continue with “On Watch Identification”.
- ▶ If there is no growth from the previous year, the county will receive “Support Identification.”
- ▶ If there is improvement to **Partially Meets Standard** (yellow), **Meets Standard** (blue), or **Distinguished** (green), the “On Watch Identification” will be removed.
- ▶ If an indicator rated as **Partially Meets Standard** (yellow), **Meets Standard** (blue), or **Distinguished** (green) in SY 22 has been rated as **Does Not Meet Standard**, the county will receive an “On Watch Identification.”

**2024** Data will be compared to SY 23 data\* –

- ▶ If the indicator is still rated as **Does Not Meet Standard** (red), the county will receive an “Intensive Support Identification”.
- ▶ If there is growth to **Partially Meets Standard** (yellow) or **Meets Standard** (blue), the identification will be removed for that indicator.
- ▶ If a county has moved from **Partially Meets Standard** (yellow), **Meets Standard** (blue), or **Distinguished** (green), back to **Does Not Meet Standard** (red), the county will receive an “On Watch Identification.”

*\*Note - For ELA and Math Performance Indicators, “Improvement” is determined by the ELA and Math Progress Indicator being at Partially Meets Standard or above. For all other indicators, “Improvement” shows gains on an indicator from one year to the next.*



# Support and Accountability for Counties

Counties having a rating of Does Not Meet Standard on one or more of the 10 indicators will initially fall under the On-watch Identification. They are expected to diagnose, monitor, and facilitate improvements in the identified deficiencies and progress beyond the Does Not Meet Standard performance level in the following year. Counties unable to move out of On-watch identification will be identified as Support, and counties unable to move out of Support will be identified as Intensive Support. A county's designation is based on its aggregate totals. Individual schools do NOT receive designations.

<b>County Support and Accountability for Student Academic Achievement and Success</b>
<b>A. On-watch Identification. One or more indicators that do not meet standard.</b>
<b>Actions</b>
<ul style="list-style-type: none"> <li>• County board of education members (CBEM) in collaboration with county leadership diagnoses and builds structures to facilitate countywide improvement for identified deficiencies.</li> <li>• County leadership reviews strategic plan to ensure it addresses deficiencies.</li> <li>• WVDE technical assistance is available upon request.</li> <li>• County monitors progress.</li> </ul>
<b>B. Support Identification. Any indicator that does not meet standard and does not show improvement for two consecutive years. * **</b>
<b>Actions</b>
<ul style="list-style-type: none"> <li>• WVDE assists county leadership with analysis of data and creation of an action plan that identifies supports and resources needed for improvement.</li> <li>• WVDE provides technical assistance.</li> <li>• County and WVDE monitor progress.</li> </ul>
<b>C. Intensive Support Identification. Any indicator that does not meet standard and does not show improvement for three consecutive years. * **</b>
<b>Actions</b>
<ul style="list-style-type: none"> <li>• County leadership, with assistance from WVDE, adjust the action plan, based on stage two progress, to target deficiencies.</li> <li>• WVDE provides technical assistance.</li> <li>• County and WVDE monitor progress.</li> <li>• County reports progress to WVBE quarterly.</li> <li>• Annually, WVDE makes recommendations to the WVBE which may include, but is not limited to:               <ul style="list-style-type: none"> <li>» Acceptable progress, county continues action plan with support from the WVDE or external partners for a specified period of time.</li> <li>» Lack of progress, possible nonapproval status.</li> </ul> </li> </ul>
<p><i>* Counties with three or more indicators not meeting standard, with the exception of the EL indicator, and not showing improvement shall report to the WVBE the plan to address deficiencies.</i></p> <p><i>**For ELA and Math Performance Indicators, Improved is determined by the ELA and Math Progress Indicator being at partially meets or above. For all other indicators, Improved shows gains on an indicator from one year to the next.</i></p>

# County Operational Effectiveness: Indicators of Efficiency

The indicators of efficiency ensure efficient management and use of resources in counties and schools. A county’s operational effectiveness will be reported annually to the WVBE based on 11 Indicators of Efficiency. The county’s performance under any given indicator, identified as Meets Requirements or Needs Assistance, is the result of an evaluation of records, reports, and other documents on the quality of education and compliance with statutes, policies, and state-approved standards under each efficiency indicator. The appropriate WVDE division will determine the identification of each efficiency standard.

<b>County Operational Effectiveness: Indicators of Efficiency</b>	
<b>Efficiency Standard</b>	<b>Summary</b>
Career and Technical Education	The county designs and implements programs of study on the approved curriculum list that provide a wide range of high-quality post-secondary opportunities within a Simulated Workplace environment.
Child Nutrition	The county establishes, implements, and monitors policies and regulations that define requirements and criteria for a healthy school nutrition program.
Facilities	The county operates schools efficiently and economically, and the number and location of schools serve the student population adequately.
Federal Programs	The county designs and implements supplemental programs designed to improve student achievement that are consistent with federal laws and regulations.
Finance	The county complies with various financial requirements to ensure that public and quasi-public funds are spent appropriately for allowable purposes.
Personnel	The county ensures that its employees are licensed with the appropriate certification/licensure so that students are provided with a high-quality and highly effective educator.
Special Education	The county ensures that all eligible students with exceptionalities are provided with a free appropriate public education (FAPE).

State Required Data Collections	The county verifies that all required data are entered into WVEIS in a timely and efficient manner and certified or verified in accordance with timelines established by the WVDE.
Transportation	The county evaluates the cost containment and effectiveness of the transportation services consistent with state laws and policies.
Universal Pre-K: School Readiness	The county provides high quality universal Pre-K to all four-year-olds and eligible three-year-olds that is consistent with state laws and policies.
CBEM Effectiveness	<p>Each county shall assess its own performance annually, and no later than July 30, using a statutorily-required performance appraisal instrument, approved by the WVBE. The appraisal shall focus on collaboration with various constituency groups and general public, strategies necessary to monitor and improve student achievement on a continuing basis, and effective utilization of policy to govern. At the conclusion of the appraisal, the CBEM shall make available to the public, no later than August 15, a summary of the evaluation, including areas in which the CBEM conclude improvement is warranted.</p> <p>CBEM shall fulfill the statutory training requirements as monitored and maintained by the WVBE County Board Member Training Standards Review Committee (TSRC) and the West Virginia School Board Association (WVSBA).</p>

# County Operational Effectiveness: Support and Accountability

A county's operational effectiveness will be reported annually to the WVBE based on the 11 Indicators of Efficiency.

<b>County Support and Accountability for Operational Effectiveness</b>
Corrective Action Identification. Any efficiency indicator identified as Needs Assistance in the annual county profile.
<ul style="list-style-type: none"><li>• County leadership, with assistance from WVDE, develops an action plan.</li><li>• County and WVDE monitor progress.</li><li>• After plan implementation, WVDE makes recommendations to the WVBE which may include, but is not limited to:<ul style="list-style-type: none"><li>» 1. acceptable progress, county continues improvement plan with support from the WVDE or external partners for specified period of time.</li><li>» 2. lack of progress, possible nonapproval status.</li></ul></li></ul>

# WVDE Offices, Contact Information, and Determination Methods for the Efficiency Indicators

## **Career and Technical Education**

**Rick Gillman, Director – [rgillman@k12.wv.us](mailto:rgillman@k12.wv.us)**

## **CTE Services and Support**

**Adam Canter, Director – [ccanter@k12.wv.us](mailto:ccanter@k12.wv.us)**

- » **Participation 20 points**  
10% of enrolled students (grades 6-8) completed 1 CTE course. 5 points  
40% of enrolled students (grades 9-12) completed 1 CTE course. 15 points
- » **Concentration 20 points**  
20% of enrolled students (grades 9-12) completed 2 CTE courses in the same career cluster.
- » **Completion 20 points**  
10% of enrolled students (grades 9-12) completed the 4 required courses of a state approved CTE program of study.
- » **Performance 20 points**  
50% of students who participated in the technical assessment assigned to a state-approved CTE program of study met or exceeded the workforce entry score.
- » **Work-Based Learning 20 points**  
10% of enrolled students (grades 9-12) participated in an official work-based learning opportunity.
- » **Endorsements 20 points**  
100% of CTE instructors held the required teacher endorsements for their assigned state-approved CTE program of study.

*\*A minimum of 75 points is required to obtain a Meets Requirement designation. Points are awarded based on a proportion of the target percentage. For example, if there are 20 available points in the endorsement section and a district has 9 out of 10 instructors properly endorsed (90%), then they would receive 90% of the available points for a score of 18.*

## **Child Nutrition**

**Amanda Harrison, Director — [amanda.harrison@k12.wv.us](mailto:amanda.harrison@k12.wv.us)**

If a county is not compliant in three or more areas, they will be identified as **Needs Assistance**.

» **Governance and Policy**

The LEA establishes, implements, and monitors policies and regulations that define the requirements and criteria for a healthy school nutrition environment. Nutrition standards are aligned with federal, state, and local laws and guidelines that address all aspects of food and beverages sold or served on every campus in the county.

» **Access and Participation**

The LEA designs and implements plans to provide access to all school nutrition programs at all schools, where cost effective, to reach and maintain maximum student participation. School meals are promoted as the meal of choice to all students.

» **Healthy School Environment**

The LEA provides a whole-school environment that models, supports, and encourages lifelong healthy nutrition habits.

» **Professional Development**

The LEA provides continuous professional development, learning, and collaboration opportunities to ensure child nutrition staff have the knowledge and skills necessary to design and deliver high-quality nutrition standards, programs, and partnerships.

» **Funding**

The LEA maximizes funding to ensure all nutrition standards for meals are followed and provisions are made for adequate facilities to improve access to and the quality of the meal so participation targets can be met.

» **Continuous Monitoring and Accountability**

The LEA is accountable for implementation of nutrition policies and standards. All local, state, and federal policies, regulations, and standards are implemented, monitored, enforced, and evaluated. Assessment data are used to improve quality of school nutrition programs, increase participation rates, and monitor adherence to nutrition policies.

## Facilities

**Micah Whitlow, Director – micah.whitlow@k12.wv.us**

To ensure each county is efficiently and economically operating facilities, multiple data types are collected throughout the year. If a county only earns 60% or less of its potential points, it is an indicator that the county needs assistance.

### Situational Facility Reviews

During the course of a school year, facility reviews may be prompted due to situations where an event, complaint, or routine observation by WVDE Staff has prompted the need to do a more thorough evaluation of one or more facilities. The current WVDE/SBA facility review form will be used for evaluation. If the facility scores below an average of 2.0 on the review form, the county will be designated as **Needs Assistance**.

#### *Annual Comprehensive Educational Facilities Plan (CEFP) Update – 24 Points Total*

- » 24 Points for being complete and submitted timely (15 days late or less)
- » 12 Points for an incomplete submission or greater than 15 days late
- » 0 Points for no submission

#### *Annual School Safety and Security Report Legislative Oversight Commission on Educational Accountability (LOCEA) – 12 Points Total*

- » 12 Points for being complete and submitted timely (10 days late or less)
- » 6 Points for an incomplete submission or greater than 10 days late
- » 0 Points for no submission

#### *Annual Safe Schools County Report – Crisis Response Plan – 12 Points Total*

- 12 Points for being complete and submitted timely (10 days late or less)
- 6 Points for an incomplete submission or greater than 10 days late
- 0 Points for no submission

#### *Quarterly Preventative Maintenance (PM) Program – 3 Points Total*

- » 3 Points – 2 or less outstanding work orders per school that are older than 90 days
- » 2 Points – More than 2 but less than 5 outstanding work orders per school that are older than 90 days
- » 0 Points – More than 5 outstanding work orders per school that are older than 90 days

#### *Quarterly Air Quality Reports – 3 Points Total*

- » 3 Points for being complete and submitted timely (10 days late or less)
- » 1 Points for an incomplete submission or greater than 10 days late
- » 0 Points for no submission



## **ESEA Programs**

**Laura Pauley, Director – lepauley@k12.wv.us**

Elementary and Secondary Education Act (ESEA) Monitoring Checklist for State District Accreditation Rating

*Note: The student performance measures pertinent to ESEA programs are addressed through the statewide accountability system and reported out on the WV Schools Balanced Scorecard. The following measures are pertinent to monitoring ESEA program compliance.*

- » • The county strategic plan submitted by July 31.
- » • The county's ESEA Consolidated Funding Application submitted by August 1.
- » • The county meets all monitoring and reporting deadlines.

Based on the most recent ESEA Monitoring, the county was compliant with:

- » the comprehensive needs assessment and strategic planning\*
- » ESEA program design and effectiveness\*
- » Homeless and foster care services\*
- » EL services\*
- » parent and family engagement\*
- » fiscal resources\*
- » corrective actions were submitted on time and proof of implementation was provided

*\*Sections with 0 findings = score of 2, 1-2 findings = score of 1, 3+ findings = score of 0*

Any county that meets less than 70% of the above-mentioned compliance measures will be identified as **Needs Assistance**.

## Finance

**Sam Pauley, School Operations Officer — [sepauley@k12.wv.us](mailto:sepauley@k12.wv.us)**

The West Virginia Department of Education (WVDE) Office of School Finance (OSF) has the responsibility for ensuring schools and counties comply with certain financial requirements. Financial and compliance data from each school and county are collected throughout each fiscal year during the budgeting process, the financial statement process, and the various financial training opportunities offered by the OSF.

Using the financial and compliance data collected throughout the fiscal year, the OSF has developed financial efficiency standards that will be used to make an annual determination whether a county board of education Treasurer/Chief School Business Official (CSBO) needs technical assistance.

In making each county's annual determination, the OSF will consider nine factors. The nine factors considered, and the respective possible points are below. For all of these factors, the OSF will use the most recent year of data available at the time of the annual determination.

1. Timely submission of annual proposed budget by the May 30th deadline. **(10 points)**
2. Annual proposed budget submission requires fewer than 5 changes to be recommended to the State Superintendent for approval. **(10 points)**
3. Timely submission of the unaudited financial statements by the September 28th statutory deadline. **(15 points)**
4. Financial statement audit completed by the March 31st deadline (excluding any extenuating circumstances caused by the audit firm). **(10 points)**
5. Financial Statement audit report contains no findings categorized as material weaknesses of internal control. **(10 points)**
6. Financial statement audit report contains no repeat findings from the prior year. **(15 points)**
7. Financial statement audit report contains an unmodified opinion. **(15 points)**
8. Treasurer/CSBO attends WVDE-sponsored or approved trainings to remain current on the latest rules and regulations (minimum of 15 hours). **(10 points)**
9. Unrestricted fund balance is within or exceeds the recommended range of 3-5%. **(5 points)**

Any county board of education not receiving 70% of the possible points will be identified as **Needs Assistance**. The nature of the technical assistance needed by the county will depend on the specific areas of deficiency identified during the review process.

## **Personnel**

**Robert Hagerman, Director — rhagerma@k12.wv.us**

The Local Education Agency (LEA) is tasked with the responsibility of ensuring employees are licensed with the appropriate certification/licensure including proper endorsements to ensure students are provided with a high-quality and highly effective educator. The county must have 80% of their core courses taught by appropriately certified staff to be identified as **Meets Requirements**.

## **Special Education**

**Sheila Paitsel, Director — sgpaitsel@k12.wv.us**

### **Local Education Agency (LEA) Annual Determinations**

In making each LEA's Annual Determination, the Office of Special Education (OSE) uses a Results/Compliance matrix, reflecting data collected through the annual desk audit, dispute resolution, and cyclical monitoring.

There are 34 points possible on both Results and Compliance Indicators for LEAs that did not complete the Parent Survey (Indicator 8) and were not monitored.

There are 35 points possible on both Results and Compliance Indicators for LEAs that completed the Parent Survey (Indicator 8).

There are 36 points possible for LEAs that were monitored in the previous year without completing the Parent Survey (Indicator 8).

There are 37 points possible for LEAs that completed the Parent Survey (Indicator 8) and were monitored in the previous year. The Results/Compliance matrix reflects a percentage score that was used to determine the LEA's Annual Determination as follows.

1. Meets Requirements: An LEA's Annual Determination is Meets Requirements if the matrix percentage is at least 80%.
2. Needs Assistance: An LEA's Annual Determination is Needs Assistance if the matrix percentage is less than 80%.
3. Needs Intervention: An LEA's Annual Determination is Needs Intervention if the total matrix percentage is less than 80%, and the LEA was determined to be in Needs Assistance for more than three consecutive years (2016, 2017 and 2018).
4. Needs Substantial Intervention: An LEA's Annual Determination is Needs Substantial Intervention if the total matrix percentage is less than 80%, and the LEA was determined to be in Needs Intervention for more than three consecutive years (2016, 2017 and 2018).

If a county's Annual Determination falls under number three above, they will be identified as **Needs Assistance** in WVAS.

## State Required Data Collections

**Tim Conzett, Technology Officer — [tim.conzett@k12.wv.us](mailto:tim.conzett@k12.wv.us)**

Counties failing to provide timely and accurate submission of state-required data for 3 consecutive years will be identified as **Needs Assistance**.

## Transportation

**David Baber, Director — [dbaber@k12.wv.us](mailto:dbaber@k12.wv.us)**

The West Virginia Department of Education (WVDE) Office of School Operations: Transportation (OSOT) has the responsibility for ensuring counties comply with certain transportation requirements. Transportation and compliance data from each county are collected throughout each year during annual collections and onsite fleet inspections.

Using the transportation and compliance data collected throughout the year, the OSOT has developed transportation efficiency standards that will be used to make an annual determination whether a county board of education transportation department needs technical assistance.

In making each county's annual determination, the OSOT will consider ten factors. The ten factors considered, and their respective possible points are below. For all of these factors, the OSOT will use the most recent year of data available at the time of the annual determination.

1. Timely submission of fleet data. **(10 points)**
2. Timely submission of mileage data. **(10 points)**
3. Timely submission ridership data. **(10 points)**
4. Data quality of fleet submission. (No changes needed, and explanations were sufficient.) **(10 points)**
5. Data quality of mileage submission. (No changes needed, and explanations were sufficient.) **(10 points)**
6. Data quality of ridership submissions. (No changes needed, and explanations were sufficient.) **(10 points)**
7. Bus defect rate is below the state average. (By inspector.) **(15 points)**
8. Percent of spare buses is within the recommended range of 15-30% of regular fleet. **(10 points)**
9. Students with time spent on bus exceeding policy limits within acceptable percentage of ridership. **(15 points)**
10. County maintains inventory of bus parts. **(10 points)**

Any county board of education receiving less than 70% of the possible points will be identified as **Needs Assistance**. The nature of the technical assistance needed by the county will depend on the specific areas of deficiency identified during the review process.

# **Universal Pre-K Readiness and Pre-K/School Readiness Indicator**

**Janet Bock-Hager, Coordinator – [jbockhager@k12.wv.us](mailto:jbockhager@k12.wv.us)**

Four processes are in place to assist in determining if a county needs assistance regarding pre-k/school readiness. Counties will be identified as **Meets Requirement** or **Needs Assistance** in each process based on criteria below. Each county must meet requirements in each area.

## **Triennial Pre-K Program Review**

The West Virginia Universal Pre-K Program Review is conducted in each county a minimum of once every three years. A Program Review report is submitted to the county superintendent and county collaborative early childhood core team including commendations, recommendations, and required follow-up. Required follow-up must be addressed by each county team to meet specific requirements of WVBE Policy 2525.

Counties with no required follow-up or have completed required follow-up within identified timelines will Meet Requirements. Counties with required follow-up that includes additional support from the WV Universal Pre-K Steering Team (i.e. universal access, collaboration) will be identified as **Needs Assistance**.

## **Annual Verification of Program Data**

Each year by October 15th, program data verification is completed by each county Pre-K Coordinator in Early Learning Reporting System (ELRS). To verify classroom data, each county Pre-K Coordinator must review all classroom information for accuracy, make edits as necessary, list the curriculum type adopted, and add information on county collaborative core team members. Program data verification addresses classroom information including days of operation, number of annual minutes of instruction, and collaboration rates, as required in W. Va. Code and WVBE Policy 2525.

Prior to November 15th, the Pre-K Coordinator will follow-up with county pre-k coordinators when program data is incomplete or has not been verified. Up to three contacts will be made, as necessary, to provide support in completion of annual program data verification. Counties with no further assistance needed after November 15th will meet requirements. Counties that fail to complete the annual verification of program data will be identified as **Needs Assistance**.

## **Annual Completion of the County Pre-K Fiscal Report**

Also, by October 15th annually, the county pre-k fiscal report must be completed in the ELRS. The county pre-k fiscal report reflects funding and resource contributions from all sources for the previous school year. The fiscal report includes questions to determine total funding and resources utilized to implement each county pre-k program only as it relates to services for WV Pre-k eligible children who were actively enrolled in a WV Pre-k program during the previous school year. Information from all public school pre-k classrooms, including preschool special needs classrooms, and any contracted collaborative program's dedicated resources, must be included. Contributions from collaborative partners must also be included. This can be reported based on costs and resources included in Collaborative Classroom Budget and Cost Allocation Worksheets from the previous year, as well as information from Finance Directors, Title I Directors, Special Education Directors, and collaborative partners.

Prior to November 15th, the Pre-K Coordinator will follow-up with county Pre-K coordinators when county pre-k fiscal report is incomplete. Up to three contacts will be made, as necessary, to provide support in completion of annual program data verification. Counties needing no further assistance after November 15th, the county will meet requirements. Counties without complete county pre-k fiscal reports upon completion of contacts will be identified as **Needs Assistance**.

### **Annual Verification of Signed Contracts and Classroom Budgets**

County Pre-K Coordinators must annually submit a letter verifying collaborative contracts, Collaborative Classroom Budget, and Cost Allocation Worksheets with all partners are on file. Counties submitting annual verification letters within 30 days of the first day of school will Meet Requirements. Up to three contacts will be made, as necessary, to provide support for counties failing to submit annual verification letters within 30 days of the first day of school. Counties receiving support and fail to submit verification letters will be identified as **Needs Assistance**.

## **County Board of Education Member Effectiveness**

**Matt Hicks, Director – mhicks@k12.wv.us**

To receive a rating of Meets Requirements, all items must be completed by the county board of education.

- » Board agendas and minutes are public.
- » Once a month, board meeting agendas include discussion addressing one or more of the following: school performance, student outcomes, or academics with local school board goals and actions to improve student achievement and well-being. A random sample of 4 months will be used to verify.
- » Board of Education assesses their performance using statutorily-required CBEM performance appraisal and make the results public.
- » Board of Education meets with the Local School Improvement Council (LSIC) of each school deemed to be low performing and submits the details to the WVBE.
- » Board of Education adopts and implements a policy that provides for parent, family, business, and community involvement in the schools.

# Extraordinary Circumstances

## State of Emergency

The WVBE may declare a **State of Emergency** in a county when extraordinary circumstances exist, but do not rise to the level of immediate intervention (W. Va. Code §18-2E-5).

<b>County Support and Accountability for State of Emergency</b>	
<b>Extraordinary Circumstances include, but are not limited to:</b>	<b>Corrective Action</b>
<ul style="list-style-type: none"> <li>» misappropriation of funds or misuse of public funds;</li> <li>» falsification of reports or failure to submit required reports;</li> <li>» violation of W. Va. Code or WVBE policies that impact the provision of an appropriate educational program;</li> <li>» unhealthy or unsafe conditions for students or employees;</li> <li>» school(s') failure to provide high quality and equal educational opportunities for students, as demonstrated by persistently low academic performance;</li> <li>» deficiencies in leadership, such as demonstrating defiance of law or policy and/or willful neglect of duty; or</li> <li>» evidence is present of CBEM governance and county superintendent operational relations which may divert CBEM or county superintendent efforts to focus on accountability for student achievement or which divert the CBEM from achieving its goals as identified in its Strategic Improvement Plan or such other considerations as the WVBE may determine as identified in its Strategic Improvement Plan or such other considerations as the WVBE may determine.</li> </ul>	<ol style="list-style-type: none"> <li>1. The WVDE provides recommendations to the WVBE within 60 days to correct deficiencies.</li> <li>2. The WVBE shall review and approve, if appropriate, the corrective action plan for the county.</li> <li>3. Once approved, the county shall have six months to implement recommendations to correct circumstances.</li> <li>4. A county's lack of progress during the six-month period can lead to one or more of the following interventions:               <ol style="list-style-type: none"> <li>a. limit the authority of the CBEM,</li> <li>b. declare the office of the county superintendent is vacant,</li> <li>c. declare the positions of personnel who serve at the will and pleasure of the county superintendent vacant,</li> <li>d. fill the declared vacancies during the period of intervention, and</li> <li>e. take any direct action necessary to correct the extraordinary circumstance.</li> </ol> </li> <li>5. A county superintendent may remove the principal of a low performing school who exhibits deficiencies in leadership.</li> </ol>
<b>County Approval Status</b>	
<p>The WVBE may issue nonapproval status to a county until acceptable progress is demonstrated.</p>	



## Immediate Intervention

The WVBE may intervene immediately in the operation of a county when the determination is made that it is necessary to improve conditions (W. Va. Code §18-2E-5).

<b>County Support and Accountability for Immediate Intervention</b>	
<b>Conditions may include, but are not limited to:</b>	<b>Corrective Action</b>
<ul style="list-style-type: none"> <li>» a county fails to act on a statutory obligation which would interrupt the day-to-day operations of the county;</li> <li>» the conditions precedent to intervention exist and delaying the intervention would not be in the best interest of the students; and/or</li> <li>» the conditions precedent to intervention exist and the WVBE had previously intervened in the county and completed the intervention within the preceding five years.</li> </ul>	<p>WVBE shall determine the required corrective action of the county in accordance with W. Va. Code §18 2E-5. Interventions may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>a. limit the authority of CBEM,</li> <li>b. declare the office of the county superintendent vacant,</li> <li>c. declare the positions of personnel who serve at the will and pleasure of the county superintendent vacant,</li> <li>d. fill the declared vacancies during the period of intervention, and</li> <li>e. take any direct action necessary to correct the extraordinary circumstance.</li> </ul>
<b>County Approval Status</b>	
The WVBE shall issue nonapproval status until acceptable progress is demonstrated.	
<b>Leadership Capacity</b>	
1. When a county does not have the capacity to correct deficiencies, the WVBE shall:	<ul style="list-style-type: none"> <li>a. work with county to develop and obtain the necessary resources in consultation with the Legislature and the Governor; or</li> <li>b. recommend to the appropriate body, including but not limited to, the Legislature, CBEM, schools, and community, methods for targeting resources to eliminate deficiencies.</li> </ul>
2. To build the governance and leadership capacity of CBEM during an intervention in the operation of its county:	<ul style="list-style-type: none"> <li>a. the CBEM shall establish goals and an action plan. The plan shall include: an analysis of the training and professional learning activities needed by the CBEM and county leadership; support identified training activities; and active involvement by the CBEM and county superintendent in the improvement process.</li> <li>b. the State Superintendent of Schools (State Superintendent) shall maintain oversight of the county on the development and implementation of the plan.</li> </ul>

<b>Period of Intervention</b>	
Once per year	<p>c. The WVDE shall assess the readiness of the CBEM to accept return of control and sustain improvements.</p> <p>d. The WVDE shall report any recommendations to the WVBE supported by evidence of the progress made on goals and action plans.</p> <p>e. The WVBE may return any portion of control of the operations to the county.</p>
At the end of five years	<p>WVBE shall determine if the CBEM is ready to accept return of control and sustain improvements. If not, the WVBE:</p> <p>f. shall hold a public hearing in the affected county,</p> <p>g. may continue intervention only after public hearing, and</p> <p>h. may require an additional revision of goals and action plan.</p>
Beyond five years	The WVBE must hold a public hearing after each annual assessment beyond the fifth year.
<b>Termination of Intervention.</b> Following termination, support from the WVDE and WVBE shall continue as needed for up to three years.	

## Special Circumstance Review

The WVDE will conduct special circumstance reviews of counties and schools at the specific direction of the State Superintendent who will inform the WVBE of the circumstances that exist to warrant such reviews.

The WVDE will complete on-site reviews and manage processes according to the unique circumstances of each special review.

A county board of education may request in writing to the State Superintendent of Schools and the WVBE for a special circumstance review. The request must include the specific circumstance that warrant such a review.

<b>On-site Review: Special Circumstance</b>	
<b>May Include:</b>	
<ul style="list-style-type: none"> <li>» Verifying data reported by the county or school;</li> <li>» Examining compliance with the laws and policies affecting student, school, and county performance and progress;</li> <li>» Investigating official complaints submitted to the WVBE that allege serious impairments in the quality of education in counties or schools;</li> <li>» Investigating official complaints submitted to the WVBE that allege a county or school is in violation of policies or laws; or</li> <li>» Examining county intervention, support, and capacity building at the county and school when such local actions have failed to cause acceptable increases in student performance as measured by the West Virginia Accountability System.</li> </ul>	
<b>Notification</b>	
County	WVDE notifies the superintendent five days prior to a review of the county.
School	WVDE notifies both the superintendent and principal five school days prior to the review of an individual school.
The WVBE may direct the WVDE to conduct an <b>unannounced</b> on-site review.	
<b>Exit Conference Attendees</b>	
County	Superintendent and county board of education president or designee.
School	Superintendent, county board of education president or designee, principal, and other school and county personnel as directed by the superintendent.
<b>Reporting</b>	
The WVDE shall report any findings and recommendations to the WVBE within 45 days of the on-site review. Final reports shall be provided to the county superintendent and CBEM president following report acceptance by the WVBE. A copy of the final report shall be provided to the principal when a school was part of the special circumstance review.	

# Policy 2322 Responsibilities and Processes

Listed below are the responsibilities and processes of county, school, and community members named in Policy 2322.

## **County Board of Education Member**

- » Make local board agendas and minutes public on the county web page.
- » Collaborate with county superintendents to ensure agendas include monthly discussion of at least one of the following: school performance, student outcomes, or academics with local board goals and actions to improve student achievement and well-being.
- » Assess performance at least annually using CBEM Performance Appraisal approved by the WVBE and make the results public.
- » Meet at least annually with the Local School Improvement Council (LSIC) of each school deemed to be low performing under the accountability system established by the WVBE.
- » Develop and submit an agenda to the council at least 30 days in advance of the annual meeting that includes data analysis, student achievement, and plans to address deficient items, such as curriculum and the status of the school in meeting the strategic plan.
- » Report details of meetings with LSICs to the WVBE at the conclusion of the school year, but no later than the first day of September each year.
- » Adopt and implement a policy that provides for parent, family, business, and community involvement in the schools.

## **County Board of Education Staff**

- » Develop and implement an Electronic County Strategic Improvement Plan by July 1st of each year. The plan should contain improvement procedures and activities leading to:
  - strengthening of the county education program
  - increasing of student achievement
  - and positively impacting other student outcomes.
- » The County Strategic Plan shall be for a period of no more than five years and shall include the mission and goals of the school or the county to improve student, school, or county performance and progress.
- » The County Strategic Plan shall:
  - » be prepared through a collaborative process by the County Leadership Team;
  - » be facilitated by the superintendent or appointed designees;
  - » be based on a comprehensive needs assessment, which includes relevant county-wide data;
  - » incorporate information from School Strategic Plans and various stakeholders; and
  - » be monitored and adjusted throughout the academic year as needed and shall be revised annually.
- » Assemble a County Leadership Team which is responsible for supporting the continuous improvement of all schools and for identifying targeted support and assistance to the schools falling below acceptable performance.
  - Members of the County Leadership Team:
    - » are appointed by the county superintendent;
    - » are comprised of school and county staff who have the expertise to examine county-wide practices, analyze student performance data, and determine effective improvement strategies;
    - » may include such individuals as distinguished teachers, distinguished principals, special education professionals, Title I professionals, WVDE professionals, curriculum and instruction professionals, technology integrations specialists, and/or data analysis professionals.

- » Utilize county-wide student performance data to determine trends and priorities for improvement and make recommendation for county-wide improvement priorities;
- » Assure all school leaders' annual evaluation goals are directly aligned to the strategic plan goals and weaknesses of schools' West Virginia Balanced Scorecards;
- » Superintendent or designee shall meet with the principal at least every 60 days to review data and monitor progress toward the established goals;
- » Collaborate with parents, community stakeholders, school staff, CBES, and School Leadership Teams, in the formulation of the strategic plan, plan implementation, and continuous plan monitoring to address county-wide identified improvement needs and student learning needs; and
- » Utilize the West Virginia Standards for Effective Schools as a guide for self-assessment, decision-making, professional development, and strategic planning through conducting root cause analysis and needs assessment.

## **School Staff**

- » Every school must develop and implement an Electronic School Strategic Improvement Plan outlining strategies and processes the school shall implement to improve student performance and address student needs.
- » The school leadership team incorporates information from various stakeholders and other school communities, including the LSIC, and other school teams.
- » Electronic School Strategic Improvement Plan includes a comprehensive needs assessment identifying a system for monitoring and supporting the implementation and effectiveness of activities, which includes generating educator professional evaluation goals that are directly aligned to the strategic plan goals and with weaknesses on the school's West Virginia Balanced Scorecard.
- » School Improvement Processes. The school leadership team utilizes the following processes to develop the school's strategic plan:
  - analyzes student performance and school quality data to determine trends and priorities;
  - utilizes the West Virginia Standards for Effective Schools as a guide for self-assessment, decision-making, professional development, and strategic planning;
  - reviews monitoring reports relevant to school improvement priorities such as diagnostic review, audits, Title I monitoring results, special education monitoring results, and any other reports the School Leadership Team finds helpful to inform deliberation and decision-making;
  - collaborates with parents, LSIC, community stakeholders, school staff, county staff, and County Leadership Team;
  - makes additional recommendations to the County Leadership Team concerning additional assistance needed for the school; and
  - request and receive technical assistance from the county based on the measures set forth in this policy.

## **Faculty Senate**

- » The faculty senate:
  - utilizes the following processes to support continuous improvement.
  - shall provide input and approve the school strategic plan.
  - shall build school-wide input, involvement, and commitment to the school's improvement priorities.
  - shall also communicate the school leadership teams' priorities, receive input, and build collective faculty support.

- » School improvement is a standing agenda item to discuss progress, concerns, and adjustments to the school plan.
- » The faculty senate president serves as an official member of the school leadership team.
- » Each faculty senate shall elect three faculty representatives to the LSIC.
- » Each faculty senate may nominate a member for election to the county staff development council.
- » Faculty senate may meet for an unlimited block of time during noninstructional days to discuss and plan strategies to improve student instruction.
- » A faculty senate meeting scheduled on a noninstructional day shall be considered as part of the purpose for which the noninstructional day is scheduled. This noninstructional time may be used and determined at the local school level and includes, but is not limited to, faculty senate meetings.

## ***Local School Improvement Council***

- » The LSIC is designed to represent the voice of the community's education stakeholders.
- » The members of the LSIC are defined in W.Va. Code as follows:
  - the principal, who serves as an ex officio member and is entitled to vote;
  - three teachers elected by the faculty senate of the school; one of whom must represent the socio-emotional needs of students;
  - two service persons elected by the service personnel employed at the school, one of whom shall be a bus operator who transports students enrolled at the school;
  - three parents, guardians, or custodians of students enrolled at the school, elected by the parents, guardians, or custodian members of the school's parent teacher organization. If there is no parent teacher organization, the parent, guardian, or custodian members shall be elected by the parents, guardians, or custodians of students enrolled at the school in such a manner as may be determined by the principal; under no circumstances may a parent member of the council be employed at that school in any capacity;
  - three at-large members appointed by the principal, at least one of whom resides in the school's attendance area and at least one of whom represents business or industry, neither of whom is eligible for membership under any of the elected classes of members; and in the case of a school with students in grade seven or higher, the student body president or other student in grade seven or higher elected by the student body in those grades.
- » The LSIC must meet at least once every nine weeks or equivalent grading period at the call of the chair or by petition of three-fourths of its members.
- » The county superintendent shall monitor principals to ensure all LSIC meetings occur according to policy.
- » LSICs must conduct at least one meeting to engage parents, students, employees, business partners, and other interested parties in a positive and interactive dialogue regarding the school's academic performance and standing as determined by measures adopted by the WVBE.
  - The dialogue shall include an opportunity for attendees to make specific suggestions on how to address issues which are seen to affect the school's academic performance.
- » All meetings of the LSIC must be open and announced to the public in compliance with the provisions of the Open Governmental Proceedings Act (W. Va. Code §6-9A-2(6)).
- » Each LSIC shall adopt a set of bylaws or meeting procedures. The WVBE provides resources and technical assistance for conducting effective LSIC meetings.
- » LSICs propose alternatives to the operation of the school.
  - A school-level initiative may propose alternatives to the operation of the school that will enable the school to better meet or exceed the high-quality standards established by the WVBE, increase administrative efficiency, enhance the delivery of instructional programs, promote student engagement in the learning process, promote business partnerships, promote parent and community involvement at the school, or improve the educational performance of the school generally.

- » LSICs may request waivers of rules, policies, interpretations and statutes to implement alternatives.
  - A LSIC may submit to its CBEM proposed alternatives to the operation of the public school.
  - If the CBEM approves the proposal, it may designate the school as an innovation school.

# Annual School and County Recognition

The West Virginia Board of Education will annually recognize schools and counties based on student academic and school quality performance and growth.

<b>WV Distinguished Schools Recognition Program based on the West Virginia Schools Balanced Scorecard</b>		
<b>Category</b>	<b>Criteria</b>	
Student Performance and Growth	Schools and counties will be recognized for exceeding state-approved content standards in academic achievement, progress, and student success.	
Equity Across Student Groups	Schools and counties will be recognized for closing the achievement gap between the student subgroups in the areas of academic achievement, progress, and student success.	
Pre-K-2 Schools	Schools will be recognized for exceeding standard in attendance based on their current enrollment. PreK-2 schools will also be recognized for exceeding state-approved content standards in academic achievement and progress based on third grade performance in the recipient school.	
<b>Programmatic Level</b>	<b>Indicator</b>	
Elementary and Middle Schools	English Language Arts Mathematics Attendance	ELA Progress Math Progress Subgroups: Socio-economic Status (SES) and Students with Disabilities (SWD)
High School	English Language Arts Mathematics Attendance	4- and 5-Year Graduation Post-Secondary Achievement Subgroups: SES and SWD
Pre-K – 2nd	English Language Arts Mathematics Attendance	ELA Progress Math Progress Subgroups: SES and SWD

<b>Meeting Annual Proficiency Targets</b>	
<b>Programmatic Level</b>	<b>Proficiency Targets: WV Schools Balanced Scorecard</b>
Elementary and Middle Schools	English Language Arts Mathematics English Language Proficiency
High School	English Language Arts Mathematics 4 Year Graduation English Language Proficiency



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