



# **APPROVAL STATUS AND ACCREDITATION**

**OFFICE OF ACCOUNTABILITY  
2026 REPORT**

---

| Updated September 2026



**West Virginia Board of Education**  
**2026-2027**

**L. Paul Hardesty**, President  
**Victor L. Gabriel**, Vice President  
**F. Scott Rotruck**, Secretary  
**Nancy J. White**, Financial Officer

**Robert W. Dunlevy**, Member  
**Cathy L. Justice**, Member  
**James D. Paul, Ph.D.**, Member  
**Christopher A. Stansbury, O.D.**, Member  
**Gregory F. Wooten**, Member

**Sarah Armstrong Tucker, Ph.D.**, Ex Officio  
Chancellor  
West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

**Michele L. Blatt**, Ex Officio  
State Superintendent of Schools  
West Virginia Department of Education

# Approval Status and Accreditation

This report presents the annual approval and accreditation determinations for West Virginia county boards of education and public charter schools. It explains the measures used to assign each status and identifies the operational and student performance indicators requiring attention.

The West Virginia Board of Education (WVBE) annually reviews the performance of each county board of education and public charter school to determine whether it is providing a thorough and efficient education. The review uses performance data collected by the West Virginia Department of Education (WVDE) and compiled by the Office of Accountability.

Under the West Virginia Accountability System established in WVBE Policy 2322: *West Virginia System of Support and Accountability*, each county board of education and public charter school receives an approval and accreditation status based on two measures: operational effectiveness and student performance and success.

## Operational Effectiveness

Counties and public charter schools will be classified as **Meets Requirements** or **Needs Assistance** on each of the eleven operational effectiveness indicators.

- » A **Needs Assistance** rating requires the county to address the identified indicator in its strategic plan. The WVBE may require additional corrective action based on the county's demonstrated progress.

## Operational Effectiveness Indicators

- |                                                         |                                   |
|---------------------------------------------------------|-----------------------------------|
| » Career Technical Education (CTE)                      | » Personnel                       |
| » Child Nutrition                                       | » Special Education               |
| » County Board of Education Member (CBEM) Effectiveness | » State Required Data Collections |
| » ESEA Programs                                         | » Transportation                  |
| » Facilities                                            | » Universal Pre-K Readiness       |
| » Finance                                               |                                   |

## Student Performance and Success

- » Each student performance and success indicator is evaluated using three consecutive years of data. Based on that evaluation, counties and public charter schools may receive an **On Watch**, **Support**, or **Intensive Support** designation for the indicator.
- » Based on the county or public charter school's performance on the WV Balanced Scorecard, any indicator that does not meet standard is given an **On Watch** designation.
- » An indicator that does not meet standard and does not show improvement for TWO consecutive years is given a **Support** designation.
- » An indicator that does not meet standard and does not show improvement for THREE consecutive years is given an **Intensive Support** designation.
- » For English language arts (ELA) and mathematics achievement indicators, improvement means attaining a rating of **Partially Meets Standard** or higher on the corresponding progress indicator. For all other indicators, improvement means demonstrating year-to-year growth toward the applicable standard.
- » Once an indicator receives an **On Watch**, **Support**, or **Intensive Support** designation, that designation remains in effect while the indicator continues to demonstrate progress but remains below **Partially Meets Standard**. When the indicator reaches **Partially Meets Standard** or higher on the WV Balanced Scorecard, it is considered **Fully Approved**.

## Student Performance and Success Indicators

- |                            |                              |
|----------------------------|------------------------------|
| » ELA Achievement          | » 5-Year Graduation Rate     |
| » Math Achievement         | » Attendance                 |
| » ELA Progress             | » Behavior                   |
| » Math Progress            | » On-Track to Graduation     |
| » English Learner Progress | » Post-Secondary Achievement |
| » 4-Year Graduation Rate   |                              |

The following table lists each county and public charter school's operational effectiveness and student performance designations for each indicator. **Fully Approved** indicators are not listed.

| COUNTY           | Operational Effectiveness                                                                                                                                        | Student Performance and Success                                                                                      |                                                                                                                                       |                                                                                                                                                   |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | <b>Needs Assistance</b> Indicators<br><i>A rating of Needs Assistance indicates the county must develop an action plan and show progress toward improvement.</i> | <b>On Watch</b> Indicators<br><i>An indicator that Does Not Meet Standard</i>                                        | <b>Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for two consecutive years.</i> | <b>Intensive Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for three consecutive years.</i> |
| <b>Barbour</b>   | <ul style="list-style-type: none"> <li>• CBEM Effectiveness</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>• ELA Achievement</li> <li>• ELA Progress</li> <li>• Math Progress</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• On-Track to Graduation</li> <li>• Math Achievement</li> </ul>                                            |
| <b>Berkeley</b>  | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>• On-Track to Graduation</li> </ul>                                           | <ul style="list-style-type: none"> <li>• Attendance</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Math Achievement</li> </ul>                                                                              |
| <b>Boone</b>     | <ul style="list-style-type: none"> <li>• CBEM Effectiveness</li> <li>• Finance</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Attendance</li> </ul>                                                       | No <b>Support</b> indicators identified.                                                                                              | <ul style="list-style-type: none"> <li>• On-Track to Graduation</li> <li>• Math Achievement</li> </ul>                                            |
| <b>Braxton</b>   | <ul style="list-style-type: none"> <li>• ESEA Programs</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Math Achievement</li> </ul>                           | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Brooke</b>    | <ul style="list-style-type: none"> <li>• ESEA Programs</li> <li>• Special Education</li> </ul>                                                                   | No <b>On Watch</b> indicators identified.                                                                            | <ul style="list-style-type: none"> <li>• Attendance</li> </ul>                                                                        | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Cabell</b>    | <ul style="list-style-type: none"> <li>• Special Education</li> </ul>                                                                                            | No <b>On Watch</b> indicators identified.                                                                            | <ul style="list-style-type: none"> <li>• Attendance</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• On-Track to Graduation</li> </ul>                                                                        |
| <b>Calhoun</b>   | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                                            | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Clay</b>      | <ul style="list-style-type: none"> <li>• Finance</li> </ul>                                                                                                      | No <b>On Watch</b> indicators identified.                                                                            | No <b>Support</b> indicators identified.                                                                                              | <ul style="list-style-type: none"> <li>• Math Achievement</li> </ul>                                                                              |
| <b>Doddridge</b> | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                                            | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Fayette</b>   | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>• Math Progress</li> <li>• On-Track to Graduation</li> </ul>                  | No <b>Support</b> indicators identified.                                                                                              | <ul style="list-style-type: none"> <li>• Math Achievement</li> </ul>                                                                              |

| COUNTY            | Operational Effectiveness                                                                                                                                        | Student Performance and Success                                                          |                                                                                                                                       |                                                                                                                                                   |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <b>Needs Assistance</b> Indicators<br><i>A rating of Needs Assistance indicates the county must develop an action plan and show progress toward improvement.</i> | <b>On Watch</b> Indicators<br><i>An indicator that Does Not Meet Standard</i>            | <b>Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for two consecutive years.</i> | <b>Intensive Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for three consecutive years.</i> |
| <b>Gilmer</b>     | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Grant</b>      | <ul style="list-style-type: none"> <li>Finance</li> <li>Transportation</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                             | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Greenbrier</b> | <ul style="list-style-type: none"> <li>Finance</li> </ul>                                                                                                        | No <b>On Watch</b> indicators identified.                                                | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Hampshire</b>  | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Hancock</b>    | <ul style="list-style-type: none"> <li>CBEM Effectiveness</li> <li>Finance</li> <li>Transportation</li> </ul>                                                    | No <b>On Watch</b> indicators identified.                                                | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Hardy</b>      | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>Attendance</li> <li>Math Achievement</li> </ul>   | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Harrison</b>   | <ul style="list-style-type: none"> <li>CBEM Effectiveness</li> </ul>                                                                                             | No <b>On Watch</b> indicators identified.                                                | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Jackson</b>    | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Jefferson</b>  | <ul style="list-style-type: none"> <li>Finance</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                 | No <b>Support</b> indicators identified.                                                                                              | <ul style="list-style-type: none"> <li>Post-secondary Achievement</li> </ul>                                                                      |
| <b>Kanawha</b>    | <ul style="list-style-type: none"> <li>Transportation</li> </ul>                                                                                                 | No <b>On Watch</b> indicators identified.                                                | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Lewis</b>      | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>ELA Achievement</li> <li>Math Progress</li> </ul> | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                                |

| COUNTY            | Operational Effectiveness                                                                                                                                        | Student Performance and Success                                                                            |                                                                                                                                       |                                                                                                                                                   |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <b>Needs Assistance</b> Indicators<br><i>A rating of Needs Assistance indicates the county must develop an action plan and show progress toward improvement.</i> | <b>On Watch</b> Indicators<br><i>An indicator that Does Not Meet Standard</i>                              | <b>Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for two consecutive years.</i> | <b>Intensive Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for three consecutive years.</i> |
| <b>Lincoln</b>    | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>Math Achievement</li> <li>Post-secondary Achievement</li> </ul>     | <ul style="list-style-type: none"> <li>4-Year Graduation Rate</li> <li>Attendance</li> <li>On-Track to Graduation</li> </ul>          | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Logan</b>      | <ul style="list-style-type: none"> <li>CBEM Effectiveness</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Math Progress</li> </ul>                                            | No <b>Support</b> indicators identified.                                                                                              | <ul style="list-style-type: none"> <li>Attendance</li> <li>Math Achievement</li> </ul>                                                            |
| <b>Marion</b>     | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>English Learner Progress</li> <li>On-Track to Graduation</li> </ul> | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Marshall</b>   | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                                  | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Mason</b>      | <ul style="list-style-type: none"> <li>Finance</li> </ul>                                                                                                        | No <b>On Watch</b> indicators identified.                                                                  | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>McDowell</b>   | <ul style="list-style-type: none"> <li>Finance</li> <li>Special Education</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>ELA Achievement</li> </ul>                                          | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                                |
| <b>Mercer</b>     | <ul style="list-style-type: none"> <li>ESEA Programs</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                                   | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Mineral</b>    | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                                  | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                    | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Mingo</b>      | <ul style="list-style-type: none"> <li>CBEM Effectiveness</li> <li>ESEA Programs</li> </ul>                                                                      | No <b>On Watch</b> indicators identified.                                                                  | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Monongalia</b> | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                                   | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Monroe</b>     | <ul style="list-style-type: none"> <li>ESEA Programs</li> <li>Finance</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Math Achievement</li> <li>On-Track to Graduation</li> </ul>         | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |

| COUNTY            | Operational Effectiveness                                                                                                                                        | Student Performance and Success                                                                 |                                                                                                                                       |                                                                                                                                                   |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <b>Needs Assistance</b> Indicators<br><i>A rating of Needs Assistance indicates the county must develop an action plan and show progress toward improvement.</i> | <b>On Watch</b> Indicators<br><i>An indicator that Does Not Meet Standard</i>                   | <b>Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for two consecutive years.</i> | <b>Intensive Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for three consecutive years.</i> |
| <b>Morgan</b>     | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                        | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Nicholas</b>   | <ul style="list-style-type: none"> <li>CBEM Effectiveness</li> </ul>                                                                                             | No <b>On Watch</b> indicators identified.                                                       | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                                                              | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                                      |
| <b>Ohio</b>       | <ul style="list-style-type: none"> <li>CTE</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                        | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Pendleton</b>  | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                       | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Pleasants</b>  | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                       | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Pocahontas</b> | <ul style="list-style-type: none"> <li>ESEA Programs</li> <li>Transportation</li> </ul>                                                                          | No <b>On Watch</b> indicators identified.                                                       | No <b>Support</b> indicators identified.                                                                                              | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                                      |
| <b>Preston</b>    | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                       | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Putnam</b>     | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                       | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Raleigh</b>    | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                       | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Randolph</b>   | <ul style="list-style-type: none"> <li>Transportation</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>ELA Progress</li> </ul>                                  | <ul style="list-style-type: none"> <li>ELA Achievement</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Math Achievement</li> <li>Math Progress</li> </ul>                                                         |
| <b>Ritchie</b>    | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                                       | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Roane</b>      | <ul style="list-style-type: none"> <li>Finance</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Math Progress</li> <li>On-Track to Graduation</li> </ul> | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                    | No <b>Intensive Support</b> indicators identified.                                                                                                |

| COUNTY         | Operational Effectiveness                                                                                                                                        | Student Performance and Success                                                        |                                                                                                                                       |                                                                                                                                                   |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                | <b>Needs Assistance</b> Indicators<br><i>A rating of Needs Assistance indicates the county must develop an action plan and show progress toward improvement.</i> | <b>On Watch</b> Indicators<br><i>An indicator that Does Not Meet Standard</i>          | <b>Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for two consecutive years.</i> | <b>Intensive Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for three consecutive years.</i> |
| <b>Summers</b> | <ul style="list-style-type: none"> <li>ESEA Programs</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Attendance</li> <li>Math Achievement</li> </ul> | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Taylor</b>  | <ul style="list-style-type: none"> <li>Finance</li> <li>Transportation</li> <li>Special Education</li> </ul>                                                     | No <b>On Watch</b> indicators identified.                                              | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                    | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Tucker</b>  | <ul style="list-style-type: none"> <li>CTE</li> </ul>                                                                                                            | No <b>On Watch</b> indicators identified.                                              | No <b>Support</b> indicators identified.                                                                                              | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                                |
| <b>Tyler</b>   | <ul style="list-style-type: none"> <li>CBEM Effectiveness</li> </ul>                                                                                             | No <b>On Watch</b> indicators identified.                                              | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Upshur</b>  | <ul style="list-style-type: none"> <li>CBEM Effectiveness</li> </ul>                                                                                             | No <b>On Watch</b> indicators identified.                                              | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Wayne</b>   | <ul style="list-style-type: none"> <li>Finance</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                           | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Webster</b> | Met requirements for all indicators.                                                                                                                             | No <b>On Watch</b> indicators identified.                                              | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                                      |
| <b>Wetzel</b>  | <ul style="list-style-type: none"> <li>Finance</li> </ul>                                                                                                        | No <b>On Watch</b> indicators identified.                                              | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Wirt</b>    | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                           | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Wood</b>    | <ul style="list-style-type: none"> <li>Finance</li> <li>Special Education</li> </ul>                                                                             | No <b>On Watch</b> indicators identified.                                              | <ul style="list-style-type: none"> <li>On-Track to Graduation</li> </ul>                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| <b>Wyoming</b> | Met requirements for all indicators.                                                                                                                             | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                     | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |

|                              | Operational Effectiveness                                                                                                                                        | Student Performance and Success                                                                                                                                                                        |                                                                                                                                       |                                                                                                                                                   |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <b>Needs Assistance</b> Indicators<br><i>A rating of Needs Assistance indicates the county must develop an action plan and show progress toward improvement.</i> | <b>On Watch</b> Indicators<br><i>An indicator that Does Not Meet Standard</i>                                                                                                                          | <b>Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for two consecutive years.</i> | <b>Intensive Support</b> Indicators<br><i>An indicator that Does Not Meet Standard and does not show improvement for three consecutive years.</i> |
| Clarksburg Classical Academy |                                                                                                                                                                  | No <b>On Watch</b> indicators identified.                                                                                                                                                              | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| Eastern Panhandle Prep       | <ul style="list-style-type: none"> <li>ESEA Programs</li> </ul>                                                                                                  | No <b>On Watch</b> indicators identified.                                                                                                                                                              | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                          | No <b>Intensive Support</b> indicators identified.                                                                                                |
| Virtual Prep WV              |                                                                                                                                                                  | <ul style="list-style-type: none"> <li>4-Year Graduation Rate</li> <li>On-Track to Graduation</li> <li>Post-secondary Achievement</li> </ul>                                                           | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                    | No <b>Intensive Support</b> indicators identified.                                                                                                |
| WIN Academy                  | <ul style="list-style-type: none"> <li>Special Education</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                                                                                     | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| Wisdom Academy               |                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Attendance</li> </ul>                                                                                                                                           | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |
| WV Virtual Academy           |                                                                                                                                                                  | <ul style="list-style-type: none"> <li>4-Year Graduation Rate</li> <li>5-Year Graduation Rate</li> <li>Math Achievement</li> <li>On-Track to Graduation</li> <li>Post-secondary Achievement</li> </ul> | <ul style="list-style-type: none"> <li>ELA Achievement</li> </ul>                                                                     | No <b>Intensive Support</b> indicators identified.                                                                                                |
| WV Academy                   |                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Math Achievement</li> </ul>                                                                                                                                     | No <b>Support</b> indicators identified.                                                                                              | No <b>Intensive Support</b> indicators identified.                                                                                                |

## Notes





Michele L. Blatt  
West Virginia Superintendent of Schools

***wvde.us***