



# County Operational Effectiveness **Indicators of Efficiency**

*Implementation Guide*





**West Virginia Board of Education  
2025-2026**

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# County Operational Effectiveness: Indicators of Efficiency

The indicators of efficiency are developed for use by the appropriate divisions within the West Virginia Department of Education (WVDE) to ensure efficient management and use of resources in counties and schools. The county's performance under any given indicator, designated as meeting requirements or needing assistance, is the result of an evaluation of records, reports, and other documents regarding the quality of education and compliance with statutes, policies, and state-approved standards under each efficiency indicator.

County Operational Effectiveness: Indicators of Efficiency	
Efficiency Standard	Summary
Career Technical Education	The county implements programs of study within a Simulated Workplace environment on the approved curriculum list that provide access to a wide range of high-quality post-secondary opportunities.
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 and maintains schools efficiently and economically, and the number and location of schools serve the student population adequately.
Federal Programs	The county designs, implements, and monitors 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 all funds are spent appropriately for allowable and fiscally responsible purposes.
Personnel	The county ensures that its employees are credentialed with the appropriate certification/licensure so that students are provided with high-quality and highly effective educators and support personnel.
Special Education	The county ensures that all eligible students with exceptionalities are provided with a free appropriate public education (FAPE) in accordance with state and federal regulations.
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 expectations established by the WVDE.
Transportation	The county evaluates the efficiency 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	Each county board assesses 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 the 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. 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).

# Corrective Action for Efficiency Indicators

Counties shall comply with state and federal requirements under each efficiency indicator. For counties identified as needing assistance and support, requirements are listed in the chart below.

County Support and Accountability for Operational Effectiveness
<b>Corrective Action Identification.</b> Any efficiency indicator identified as Needs Assistance in the annual county profile.
<ul style="list-style-type: none"><li>• County leadership, with assistance from the WVDE, develops an action plan.</li><li>• County and the WVDE monitor progress.</li><li>• After plan implementation, the WVDE makes recommendations to the WVBE based on the progress made by the county. These recommendations may include non-approval status based on a lack of acceptable progress.</li></ul>

## County Accountability Approval Status and Accreditation Profile

To ensure that each county provides a thorough and efficient education for its students, the WVBE annually reviews county scorecards and efficiency profiles provided by the Office of Accountability. County statuses are reviewed and determined based on multiple measures of student performance and county operational efficiency.

The WVBE annually reviews the information submitted by the WVDE and issues approval status to each county board of education. As part of the WVAS, outlined in WVBE Policy 2322: West Virginia System of Support and Accountability, county status is comprised of two accountability measures:

- Balanced Scorecard Student Achievement and Success Indicators
- County Operational Effectiveness Indicators of Efficiency

# **WVDE Offices and Determination Methods for the Efficiency Indicators**

In the following section, each WVDE office responsible for monitoring and rating the efficiency indicator that falls under their jurisdiction is listed along with the determination method and explanation. Additionally, general office contact information is provided.

## **Career Technical Education Indicator Determination Method**

### **Participation - 15 points**

- 47% of enrolled students (Grades 6-8) completed 1 CTE course. (6 points)
- 55% of enrolled students (Grades 9-12) completed 1 CTE course. (9 points)

### **Concentration - 15 points**

- 34% of enrolled students (Grades 9-12) completed 2 CTE courses in the same program of study.

### **Work-Based Learning - 15 points**

- 11% of enrolled students (Grades 9-12) participated in an official work-based learning opportunity.

### **Completion - 15 points**

- 12% of enrolled students (Grades 9-12) completed the 4 required courses and the technical assessment of a state-approved CTE program of study.

### **Performance - 20 points**

- 63% of students who participated in the technical assessment assigned to a state-approved CTE program of study met or exceeded the workforce entry score.

### **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%), they would receive 90% of the available points for a score of 18.*

**📞 Office of Career Technical Education | Phone: 304-558-2389**



## **Child Nutrition Indicator Determination Method**

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.

***📞 Office of Child Nutrition | 304-558-3396***

## County Board of Education Member Effectiveness Indicator Determination Method

To receive a rating of Meets Requirements, the county board of education must meet all of the following:

Category One	Points
<b>Timely Completion of Self-Appraisal</b> Each CBEM assesses the performance annually, using a statutorily required performance appraisal instrument, approved by the WVBE.	<b>No later than July 30</b>
<b>Timely Posting Self-Appraisal Results Summary</b> The county board of education must post on the county's webpage a summary of the collective results of the self-appraisal, including areas in which improvement is warranted. It will remain posted until the following year's evaluation is completed.	<b>No later than August 15</b>
<b>Completion of Trainings</b> Each CBEM fulfills the statutory training requirements monitored and maintained by the WVBE County Board Member Training Standards Review Committee (TSRC) and the West Virginia School Board Association (WVSBA).	<b>Before September 1</b>
<b>Timely Completion: LSIC Reports</b> The county board of education meets at least annually with the LSIC of each school deemed to be low performing under the WVAS, in accordance with W. Va. Code §18-5-14. CBEM shall report details of their meetings with LSICs to the WVBE at the conclusion of the school year, but no later than the first day of September each year.	<b>Before September 1</b>
<b>Agendas and Minutes</b> The county board of education posts all board meeting agendas and minutes on the county's webpage in compliance with the West Virginia Open Meeting Act (OMA).	<b>Ongoing</b>
<b>Student Achievement, Success, and Well-Being: Meeting Focus</b> At least one board meeting a month focused on: school performance, student outcomes, or academics with local school board goals and actions to improve student achievement and well-being.  Counties with Balanced Scorecard Indicators designated Support and Intensive Support include discussion on targeted deficiencies, progress, and data related to countywide improvement.	<b>Ongoing</b>
<b>Live-Streamed and Archived Board Meetings</b> All board meetings are streamed for the public to attend and are recorded. Within 5 business days of the meeting, all recorded meetings are posted on the county's webpage and made available to the public to view.	<b>5 business days</b>

 Office of Accountability | 304-558-3199

## Facilities Indicator Determination Method

To ensure each county is safely, efficiently, and economically operating facilities, multiple data types are collected throughout the year. If a county earns 60% or less of its potential points for the school year, it is an indicator that the county 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 for the 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/School Crisis Response Plans – 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 Air Quality Reports – 3 Points Total***

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

### ***Submission of Design Documents to the WVDE***

WVBE Policy 6200 requires counties to submit all phases of design documents for projects over \$50,000 to the WVDE for review. The submission to the WVDE shall happen before a project is advertised for bid and applies to both renovations and new construction projects. If a county awards a construction project that meets the requirements for submission without sending drawings to the WVDE for review, a deduction of 3 points will be made to the county's total points. The county will receive an initial notification of noncompliance before points are deducted for each subsequent failure to meet this requirement.

### ***Situational Facility Reviews***

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

***📞 Office of Facilities | Phone: 304-558-2969***



## ESEA Programs Indicator Determination Method

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

- The county's strategic plan was submitted by July 31.
- The county's ESEA Consolidated Funding Application was 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.

** Office of ESEA Programs and School Improvement | Phone: 304-558-7805**

## Finance Indicator Determination Method

In making each county's annual determination, the Office of School Finance will consider 16 factors. The 16 factors considered, and their respective possible points, are below. For all factors, OSF will use the most recent year of data available at the time of the annual determination.

- Timely submission of the annual proposed budget by the May 30 deadline (10 points).
- Annual proposed budget submission requires 3 or fewer changes to be recommended to the State Superintendent for approval (15 points). Partial points will be awarded as follows:
  - » 4 – 5 changes – 10 points
  - » 6 – 7 changes – 5 points
  - » 8 or more changes – 0 points
- Timely submission of the unaudited financial statements, including all required components as outlined in the WVDE OSF published Financial Statement Instructions, by the September 28th statutory deadline (15 points). Partial points will be awarded for timely submission of the government-wide and district-level basic financial statements (5 points).
- The financial statement audit report contains no findings categorized as material weaknesses of internal control (10 points).
- The financial statement audit report contains no repeat findings from the prior year (10 points).
- The financial statement audit report contains an unmodified opinion (10 points).
- The treasurer/CSBO attends a minimum of 15 hours of WVDE-sponsored or approved training sessions to remain current on the latest rules and regulations (15 points).
- Timely submission of miscellaneous data collections throughout the fiscal year (5 points).
- The general current expense fund unrestricted fund balance meets or exceeds 3% of the approved revenue budget for the fund (10 points). Districts can earn 10 extra points if the general current expense fund unrestricted fund balance meets or exceeds the Government Finance Officers Association (GFOA) and WVDE recommended balance of 16.67% (10 extra points).
- Drawdown of federal grant award revenues completed at least quarterly (5 points).
- Carryover budget journal entries completed and submitted for approval by October 31 (10 points).
- Bank reconciliations are up to date for a given fiscal year by September 1 of the succeeding fiscal year (15 points).
- Service personnel overtime is less than 5% of regular compensation county-wide (5 points).
- Financial data month-end-close completed by the 8th of the succeeding month in accordance with WVDE guidelines for at least eight of twelve months (5 points).
- The treasurer/CSBO's years of experience in the position is greater than three. (10 points)

Any county board of education not receiving a minimum of 105 points out of the maximum of 150 possible base points (70%) will be identified as Needs Assistance. The nature of the technical assistance provided to the county will depend on the specific areas of deficiency identified during the review process.

** Office of School Finance | 304-558-6300**

## Personnel Indicator Determination Method

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. In making each LEA's annual determination, the Office of Certification utilizes data from the certification database, master schedules in WVEIS, and participation in WVDE teacher recruitment and retention programs.

The Personnel Indicator Matrix reflects the criteria used to determine the LEA's Personnel indicator score and compliance. There are 12 points possible for the LEA to earn, including 6 bonus points for activities intended to increase the number of certified teachers. The points are then averaged into a percentage score. An 83% and above indicates the county received Meets Requirement on the Personnel Indicator.

Personnel Indicator Matrix			
Category One	Points		
<b>Certified Teachers</b> (WVBE 5202) – Teachers with appropriate endorsement codes based on the course code collected from the Master schedule in the following areas:	0	1	2
<ul style="list-style-type: none"> <li><b>Core Subjects</b> – Math, Reading/English Language Arts, Social Studies, Science</li> </ul>	0-79% fully certified teachers	80-90% fully certified teachers	90-100% fully certified teachers
<ul style="list-style-type: none"> <li><b>Special Education</b> – Self-contained and co-teachers (master schedule) and case manager assignment</li> </ul>	0-79% fully certified teachers	80-90% fully certified teachers	90-100% fully certified teachers
Category One Bonus	Bonus Points		
<b>Recruitment and Training</b> – Participation of the LEA in WVDE programs designed to increase the number of certified teachers (No=0; Yes =1 Bonus Point)	0	1	
<ul style="list-style-type: none"> <li>WV Grow Your Own Program</li> </ul>			
<ul style="list-style-type: none"> <li>Approved Certified Teacher of Record Partnership</li> </ul>			
<ul style="list-style-type: none"> <li>Approved Option 2 Alternative Certification pathway</li> </ul>			
<ul style="list-style-type: none"> <li>WV Teachers Ascend or AmeriCorps GYO participating LEA</li> </ul>			

Category Two	Points		
<b>Retention rate</b> (WVBE Policy 5500) The percentage of teachers and administrators who are employees of the district at both the beginning collection point and the end collection point	0	1	2
<ul style="list-style-type: none"> <li>Previous year (EOY HR list) to Beginning of Year (Aug. 30)</li> </ul>	0-59% of faculty and staff	60-80% of faculty and staff	80-100% of faculty and staff
<ul style="list-style-type: none"> <li>Building level administrators in the same building (EOY to EOY)</li> </ul>	0-79% building level administrators	80-90% building level administrators	90-100% building level administrators

Points \_\_\_\_/4

Category Two Bonus	Bonus Points	
<b>Recruitment and Support</b> (WVBE Policy 5500) Participation of the LEA in WVDE programs designed to increase teacher retention and satisfaction (No=0; Yes =1 Bonus Point)	0	1
<ul style="list-style-type: none"> <li>National Board-Certified Teacher (new certifications and MOC)</li> </ul>		
<ul style="list-style-type: none"> <li>Current Teacher Leadership Framework</li> </ul>		

Category Three	Points		
<b>Accuracy of Implementation</b> (WVBE Policy 5202) Evidence of ensuring personnel hold appropriate licensure and advise employees of current licensure requirements.	0	1	2
<ul style="list-style-type: none"> <li>Teachers with expired licenses on July 1 who are included on both the EOY (of that year) and next BOY retention lists</li> </ul>	0-79% fully certified teachers	80-90% fully certified teachers	90-100% fully certified teachers
<ul style="list-style-type: none"> <li>Teacher candidates accepted with missing or incorrect clinical permits (based on initial licensure applications)</li> </ul>	0-79% fully certified teachers	80-90% fully certified teachers	90-100% fully certified teachers

Total Points \_\_\_\_/ 12

Points Averaged \_\_\_\_%

 Office of Educator Preparation | 304-558-7010

# Special Education Indicator Determination Method

## **State Enforcement Through Determinations**

IDEA requires SEAs to make annual determinations of the extent to which each LEA meets the requirements and purposes of IDEA based on data collected relevant to the State Performance Plan/Annual Performance Report (SPP/APR) indicators, information obtained through accountability and monitoring activities, and other publicly available information. If an LEA fails to meet the requirements and purposes of IDEA, the SEA may be required to take certain enforcement actions (34 C.F.R. §§ 300.600, 300.604, 300.608, 300.155, and 76.401(d)).

### **Needs Assistance**

If an LEA is determined to need assistance for at least two consecutive years, the LEA:

- will be required to work with relevant sources of technical assistance,
- will not be permitted to reduce its Maintenance of Effort (MOE) for any fiscal year, and
- may be identified as a high-risk grantee and have Specific Conditions imposed on the LEA's IDEA Part B grant award.

### **Needs Intervention**

If an LEA is determined to need intervention for three or more consecutive years, the LEA:

- may be subject to one or more of the enforcement actions described under "Needs Assistance" above,
- may be required to prepare a corrective action plan or improvement plan to correct the identified area(s), and
- may have further payments under Part B withheld in whole or in part, or redirected toward addressing any identified issues contributing to the underperformance of the LEA.

### **Needs Substantial Intervention**

If an LEA is determined to need substantial intervention at any time, the LEA:

- must have further payments under Part B withheld in whole or in part after reasonable notice and opportunity for a hearing (34 C.F.R. §§300.155, and 76.401(d)), or have these funds redirected toward addressing any identified issues contributing to the underperformance of the LEA.

### **New LEAs and Status Determinations**

Similar to status determinations for the state, data that factor into LEA status determinations do not all come from the same school year. Therefore, newly formed LEAs (e.g., public charter schools) cannot receive a full status determination until at least their second year in operation. However, newer LEAs may still receive an Annual Desk Audit that displays their performance in comparison to state targets across the areas in which data are available to make such comparisons. They are also still held accountable for areas reported which did not meet state targets as any applicable data are still counted in the calculation of results and/or compliance indicators at the state level in the SPP/APR. Ongoing, universal support, such as technical assistance and general supervision visit(s), will be provided during an LEA's initial year, and data-based recommendations for improvement will be provided by the SEA, as needed. At the end of an LEA's second year in operation, the development of a

Targeted Systemic Improvement Plan (TSIP) is required if the LEA did not meet the state target for one or more results indicators.

### ***Targeted Systemic Improvement Plan (TSIP)***

The TSIP is a comprehensive, ambitious, yet achievable plan that outlines an LEA's targeted strategy for improving results for students with disabilities in an area on the Annual Desk Audit in which the LEA did not meet the established state target for a related SPP/APR indicator. LEAs must choose a focus area from the ADA (i.e., graduation/post-secondary, least restrictive environment (LRE), pre-k, assessment, or another SEA-approved focus area) in which the state target was not met for related indicators and develop an improvement plan to be reviewed and accepted by the SEA. A local Steering Committee is established to assist in the self-assessment process to review data and participates in developing improvement activities, timelines, and evaluating progress in improving outcomes for students with disabilities.

- ***Universal support*** for TSIP is provided through the monthly special education director support calls.
- ***Targeted support*** is provided by SEA through required Community of Practice (CoP) sessions that occur in the fall, winter, and spring. However, any LEA is welcome to join any CoP session.
- ***Intensive support*** is provided if an LEA requires intensive support based on their annual determination; they will be required to attend the CoP (Community of Practice) for their focus area and a minimum of four (4) additional individual meetings between the SEA and the LEA.

### ***Improvement Activities***

Through the state's improvement plan activities in the SPP/APR, and data from the examination of LEA performance, ongoing state activities are used for program improvement and progress measurement with the goal of improved outcomes for children and youth with disabilities and their families. States also coordinate Elementary and Secondary Education Act school improvement activities with SPP/APR improvement activities. Technical assistance is provided to address the needs of each individual LEA and is based on data collected.

For more information, please see the full description of WVDE's System of General Supervision and Accountability at <https://wvde.us/academics/special-education/policies-standards>.

### ***SPP/APR Indicators***

#### **Compliance Indicators**

- Indicator 4 – Suspension/Expulsion\*
- Indicator 9 – Disproportionate Representation in Special Education
- Indicator 10 – Disproportionate Representation in Specific Disability Categories
- Indicator 11 – Child Find
- Indicator 12 – Early Childhood Transition
- Indicator 13 – Secondary Transition
- Indicator 18 – General Supervision (i.e., issuance of findings; correction of noncompliance)



## Results Indicators

- Indicator 1 – Graduation
- Indicator 2 – Dropout
- Indicator 3 – Assessment
- Indicator 4 – Suspension/Expulsion\*
- Indicator 5 – Education Environments
- Indicator 6 – Preschool Environments
- Indicator 7 – Preschool Outcomes
- Indicator 8 – Parent Involvement
- Indicator 14 – Post-School Outcomes
- Indicator 15 – Resolution Sessions
- Indicator 16 – Mediation
- Indicator 17 – State Systemic Improvement Plan (SSIP) is a comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities. For more information about West Virginia's SSIP, visit <https://wvde.us/special-education/wv-guideposts-to-graduation/>

*\*Indicator 4 involves both results (4A) and compliance (4B) components*

For more information on the SPP/APR and the related indicators, please see <https://wvde.us/data-school-improvement/special-education-data-public-reporting>.

**📞 Office of Special Education | 304-558-2696**

## State Required Data Collections Indicator Determination Method

The West Virginia Department of Education Office of Data Management and Information Systems (ODMIS) oversees the West Virginia Education Information System (WVEIS) from which data are collected for state and federal reporting. Ensuring the timeliness and accuracy of the data collection process is key to successful reporting.

Two key collections occur October 1 and End of Year (EOY) annually and provide the foundation of the data reported. To ensure quality reporting, efficiency measures will encompass:

- Timely Certification of Data by LEA
- Accuracy of Data Certified
- Explanation of Variance of prior submissions

ODMIS will determine:

- Did the entity submit and certify the collection on or before the posted deadline? Y/N
- Were there notable concerns with the data after certification? Y/N
- Was a reasonable explanation provided for exceeding the 5% variance from a prior submission? Y/N

Any LEA missing one or more measure for two years consecutively will be considered “Needs Assistance.”

ODMIS provides daily reports of potential issues with data to facilitate accurate reporting.

** Office of West Virginia Education Information System | 304-558-8869**

## Transportation Indicator Determination Method

The 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 these reasons, the OSOT will use the most recent year of data available at the time of the annual determination.

- Bus operator certification data complies with WVBE Policy 4336 and W. Va. Code (25 points)
- Bus defect rate corresponding to mechanical condition is below the state average. (Primary and Secondary) (by inspector) (25 points)
- The bus defect rate corresponding to driver is below the state average. (Cleanliness, exits working properly, etc.). (Primary and Secondary) (by inspector) (20 points)
- Preventative maintenance inspections comply with WVBE Policy 4336. (15 points)
- Transportation personnel attend training and conferences. (10 points)
- County maintains inventory of bus parts. (5 points)
- The percentage of spare buses to regular fleet is within the recommended range (15-30%) (5 points)
- Timely submission of ridership data. (To receive points deadline is January 31) (5 points)
- Timely submission of mileage data. (Monthly submission) (5 points)
- Timely submission of fleet data. (To receive points deadline is July 31) (5 points)
- Timely submission of the illegal passing survey and the exceeding recommended timeline survey. (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.

** Office of Transportation | 304-558-2711**

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

Four processes are in place to assist in determining if 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 at least 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 that have completed required follow-up within identified timelines will be identified as Meets 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 15, 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 15, 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 their 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 15 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 15, 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 15 will meet their 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 failing to submit verification letters will be identified as Needs Assistance.

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West Virginia Superintendent of Schools

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