



County Support, Accountability, Recognition and Accreditation

Policy 2322: West Virginia Support and Accountability

Office of Support and Accountability



West Virginia DEPARTMENT OF
EDUCATION



**West Virginia Board of Education
2021-2022**

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County Accountability, Support, and Accreditation

To ensure each county board of education provides a thorough and efficient education for its students, the West Virginia Board of Education (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 Support and 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 WVDE and issue each county board of education an approval status.

W. Va. §18-2E-5. (l) 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.*

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Sample County Scorecard and Efficiency Profile

District/ Programmatic Levels	Academic Achievement		Academic Progress		Graduation Rate		English Language Proficiency	Student Success			
	ELA Performance	Math Performance	Elementary/ Middle School ELA Progress	Elementary/ Middle School Math Progress	4 Year Cohort Grad Rate	5 Year Cohort Grad Rate	English Language Proficiency	Attendance	Behavior	On-Track to Graduation	Post-Secondary Achievement
District	Yellow	Red	Yellow	Red	Green	Blue	Blue	Blue	Green	Yellow	Red
Elementary	Yellow	Yellow	Yellow	Yellow	Grey	Grey	Blue	Blue	Green	Grey	Grey
Middle	Yellow	Red	Yellow	Red	Grey	Grey	Blue	Yellow	Blue	Grey	Grey
High	Yellow	Red	Grey	Grey	Green	Blue	Green	Blue	Grey	Yellow	Red

District Operational Effectiveness			
Efficiency Indicators		Meets Requirements	Needs Assistance
Instructional	Career and Technical Education	✓	
	Federal Programs	✓	
	Special Education	✓	
	Universal Pre-K School Readiness	✓	
Administrative	Finance	✓	
	Personnel	✓	
	State Required Data Collections	✓	
	County Board of Education Member Effectiveness	✓	
Student Health & Safety	Facilities	✓	
	Transportation	✓	
	Child Nutrition	✓	

Support and Accountability for the WV Balanced Scorecard

A county’s academic achievement and school quality will be reported annually to the WVBE based on the 11 indicators identified on the West Virginia Balanced Scorecard. For counties identified as **Not Meeting Standard** on one or more indicators, support and requirements are as follows:

County Support and Accountability for Student Academic Achievement and Success WV Schools Balanced Scorecard	
One Watch Identification	
One or more indicators that do not meet standard.	<ul style="list-style-type: none"> » County board of education members (CBEM) in collaboration with county leadership diagnoses and builds structures to facilitate countywide improvement for identified deficiencies. » County leadership reviews strategic plan to ensure it addresses deficiencies. » WVDE technical assistance is available upon request. » County monitors progress.
Support Identification	
Any indicator that does not meet standard and does not show improvement for two consecutive years.* **	<ul style="list-style-type: none"> » WVDE assists county leadership with analysis of data and creation of an action plan that identifies supports and resources needed for improvement. » WVDE provides technical assistance. » County and WVDE monitor progress.
Intensive Support Identification	
Any indicator that does not meet standard and does not show improvement for three consecutive years.* **	<ul style="list-style-type: none"> » County leadership, with assistance from WVDE, adjust the action plan, based on stage two progress, to target deficiencies. » WVDE provides technical assistance. » County and WVDE monitor progress. » County reports progress to WVBE quarterly. » Annually, WVDE makes recommendations to the WVBE which may include, but is not limited to: <ol style="list-style-type: none"> 1. Acceptable progress, county continues action plan with support from the WVDE or external partners for a specified period of time. 2. Lack of progress, possible nonapproval status
<p>* 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.</p> <p>** 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.</p>	

County Operational Effectiveness

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.

County Operational Effectiveness: Indicators of Efficiency	
Efficiency Standard	Summary
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 environment.
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 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 ensures the safety of students with proper maintenance of the fleet and qualifications of bus operators.
Universal Pre-K: School Readiness	The county provides high quality universal Pre-K to all four-year-old students and eligible three-year-old students that is consistent with state laws and policies.

<p>County Board of Education Member (CBEM) Effectiveness</p>	<p>Each county board of education 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 CBEMs shall make available to the public, no later than August 15, a summary of the evaluation, including areas in which the CBEMs conclude improvement is warranted.</p> <p>CBEMs 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>
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County Operational Effectiveness

A county’s operational effectiveness will be reported annually to the WVBE based on the 11 Indicators of Efficiency. For counties identified as needing assistance, support and requirements are as follows:

County Support & Advancement for Operational Effectiveness	
Any efficiency indicator identified as Needs Assistance in the annual district profile.	<ul style="list-style-type: none"> » County leadership, with assistance from WVDE, develops an action plan. » County and WVDE monitor progress. » After plan implementation, WVDE makes recommendations to the WVBE which may include, but are not limited to: <ol style="list-style-type: none"> 1. acceptable progress, county continues action plan with support from the WVDE or external partners for a specified period of time. 2. lack of progress, possible nonapproved status.

Career and Technical Education

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To ensure each county adheres to state and federal requirements, as well as criteria for Simulated Workplace protocols and Career Technical Education (CTE) standards, three measures of accountability will be used to determine if a county **Meets Requirements** or **Needs Assistance**. The three areas are: CTE endorsement, CTE enrollment, and CTE assessment.

Using these measures, the CTE Division at the West Virginia Department of Education established target percentage scores to prioritize technical assistance needs. For a county to meet requirements, the following percentage scores must be met:

- » CTE Endorsement
 - 100% of CTE instructors hold the required teacher endorsements for their assigned state approved program of study.
- » CTE Enrollment
 - 30% of the graduating cohort is a CTE completer.
- » CTE Assessment
 - 50% of CTE Cohort Completers met the workforce entry score on the technical assessment.

Counties that remain below the target percentage on any of the CTE measures of accountability will be identified as **Needs Assistance** on the annual determination for the CTE Efficiency Indicator.

Child Nutrition

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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

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Beginning school year 2020-2021, the Comprehensive Educational Facilities Plan (CEFP) and facilities framework and database will be reviewed to determine if counties are efficiently and economically operating facilities.

Federal Programs

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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 was submitted by July 31.
- » The county's ESEA Consolidated Funding Application was submitted by August 1.
- » The county submitted the Comparability report by the 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.
- » spending funds on allowable expenses and following purchasing procedures.
- » developing written contracts and required invoices for purchases/contractual services that were executed with proper internal controls.
- » developing and following physical inventory procedures.
- » following Time and Effort procedures, including accurate record keeping of Time and Effort/Semi-Annual documentation.

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

Finance

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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 their 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

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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

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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 2019 Annual Determination as follows.

1. Meets Requirements: A LEA's 2019 Annual Determination is Meets Requirements if the matrix percentage is at least 80%.
2. Needs Assistance: A LEA's 2019 Annual Determination is Needs Assistance if the matrix percentage is less than 80%.
3. Needs Intervention: A LEA's 2019 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: A LEA's 2019 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 West Virginia Accountability System.

State Required Data Collections

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

Transportation

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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 or 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

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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 WV 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

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To “Meet Requirements”, all items must be completed by the Board of Education.

- » Board agendas and minutes are public.
- » Once a month, board meeting agendas included 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 assess their performance using statutorily-required CBEM performance appraisal and make the results public.
- » Board of Education meets with the LSIC of each school deemed to be low performing and submitted the details to the WVBE.
- » Board of Education adopt and implement 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**

Support and Accountability for State of Emergency	
Extraordinary Circumstances include, but are not limited to:	Corrective Action
<ul style="list-style-type: none"> » misappropriation of funds or misuse of public funds; » falsification of reports or failure to submit required reports; » violation of W. Va. Code or WVBE policies that impact the provision of an appropriate educational program; » unhealthy or unsafe conditions for students or employees; » school(s') failure to provide high quality and equal educational opportunities for students as demonstrated by persistently low academic performance; » deficiencies in leadership, such as demonstrating defiance of law or policy and/or willful neglect of duty; or » school(s') failure to provide high quality and equal educational opportunities for students, as demonstrated by persistently low academic performance; » 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. 	<ol style="list-style-type: none"> 1. The WVBE provides recommendations to the WVBE within 60 days to correct deficiencies. 2. The WVBE shall review and approve, if appropriate, the corrective action plan for the county. 3. Once approved, the county has six months to implement recommendations to correct circumstances. 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"> a. limit the authority of the county board of education, b. declare the office of the county superintendent is vacant, c. declare the positions of personnel who serve at the will and pleasure of the county superintendent are vacant, d. fill the declared vacancies during the period of intervention, and e. take any direct action necessary to correct the extraordinary circumstance.
County Approval Status	
The WVBE may issue nonapproved status to a county until acceptable progress is demonstrated.	

Extraordinary Circumstances

Immediate Intervention

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

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

Period of Intervention	
Once per year	<ul style="list-style-type: none"> c. The WVDE will assess the readiness of the county board of education to accept return of control and sustain improvements. d. The WVDE will report any recommendations to the WVBE supported by evidence of the progress made on goals and action plans. e. The WVBE may return any portion of control of the operations for the school system.
At the end of five years	<p>WVBE will determine if the county board of education is ready to accept return of control and sustain improvements. If not, the WVBE:</p> <ul style="list-style-type: none"> f. shall hold a public hearing in the affected county, g. may continue intervention only after public hearing, and h. may require an additional revision of goals and action plan.
Beyond five years	The WVBE must hold a public hearing after each annual assessment beyond the fifth year.
Termination of Intervention. Following termination, support from the WVDE and WVBE shall continue as needed for up to three years.	

Extraordinary Circumstances

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 warrants such a review.

On-site Review: Special Circumstance	
Process	
<ul style="list-style-type: none"> » verify data reported by the county or school; » examine compliance with the laws and policies affecting student, school, and county performance and progress; » investigate official complaints submitted to the WVBE that allege serious impairments in the quality of education in counties or schools; » investigate official complaints submitted to the WVBE that allege a county or school is in violation of policies or laws; or » examine 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. 	
Notification	
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 unannounced on-site review.	
Exit Conference	
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.

Responsibilities and Processes

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 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.

Responsibilities and Processes

County Board of Education Staff

- » Develop and implement an Electronic County Strategic Improvement Plan by July 1st of each year which contains improvement procedures and activities to strengthen the county education program in to increase student achievement and positively impact 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.
- County Leadership Team
 - » 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.

Responsibilities and Processes

School Staff

- » Every school must develop and implement an Electronic School Strategic Improvement Plan outlining strategy 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 committees, 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 the 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.

Responsibilities and Processes

Faculty Senate

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

Responsibilities and Processes

Local School Improvement Council

- » The Local School Improvement Council (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 social-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 WVDE 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.

WV Distinguished Schools Recognition Program based on the West Virginia Schools Balanced Scorecard		
Category	Criteria	
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. Pre-K-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.	
Programmatic Level	Indicator	
Elementary & Middle Schools	English Language Arts Mathematics Attendance	ELA Progress Math Progress Subgroups (SES, SWD)
High School	English Language Arts Mathematics Attendance	4 and 5 Year Graduation Post-Secondary Achievement Subgroups (SES, SWD)
Preschool – 2nd	English Language Arts Mathematics Attendance	ELA Progress Math Progress Subgroups (SES, SWD)

Meeting Annual Proficiency Targets	
Programmatic Level	Proficiency Targets: WV Schools Balanced Scorecard
Elementary & 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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