



# West Virginia Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- West Virginia uses a data dashboard to annually differentiate across all public schools by assigning, to each individual accountability measure, a rating of Distinguished, Accomplished, Emerging, or Unsatisfactory.
- West Virginia measures readiness to learn and college and career readiness through suspension rate, chronic absenteeism, credit accumulation in Grades 9 and 10, and advanced or career and technical education coursework.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
<b>GAP</b> Achievement gap		
<b>ELP</b> English language proficiency/progress	✓	
4-year graduation rate	✓	
<b>EAR</b> Early learning		
<b>WRE</b> Well-rounded education		
Persistence		
<b>EXT</b> Extended-year graduation rate(s)	✓	
<b>OTG</b> On-track to graduation	✓	
Dropout rate		
College and career readiness		
<b>COL</b> College enrollment		
<b>ADV</b> Advanced coursework or sequence	✓	
<b>CPT</b> College placement test(s)		
<b>CTE</b> Career and technical education or work-based learning	✓	
Readiness to learn		
<b>CFL</b> Conditions for learning/school climate	✓	
<b>SEL</b> Social-emotional learning		
<b>CHR</b> Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
Asian	
Black or African American	
Hispanic or Latino	
Multiracial	
Native American	
Pacific Islander	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	

Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓		
Reading/English language arts (ELA)	✓	✓	
Writing			
Science			
Social studies			
Other			






## Annual Differentiation System

West Virginia uses a data dashboard to annually differentiate across all public schools by assigning, to each individual accountability measure, a rating of Distinguished, Accomplished, Emerging, or Unsatisfactory.

To identify schools in the bottom 5% of Title I schools for comprehensive support and improvement, West Virginia applies the following business steps using the dashboard measures:

- Step 1: Identify for CSI all Title I schools scoring Unsatisfactory on all state accountability measures.
- Step 2: If 5% of Title I schools is not reached, identify for CSI all Title I schools meeting both of the following criteria:
  - Scoring Unsatisfactory on each measure within the academic achievement, other academic, ELP progress, and graduation rate indicators
  - Scoring either Unsatisfactory or Emerging for each measure within the SQSS indicator
- Step 3: If 5% of Title I schools is not reached, identify for CSI all Title I schools scoring Unsatisfactory on all measures within the academic, other achievement, other academic, ELP progress, and graduation rate indicators (and at any level on the SQSS measures).




### West Virginia Data Dashboard for Annual Differentiation, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Grade Span	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency index (ELA/English language proficiency, math)	1 of 4 performance levels for dashboard and CSI determination: <ul style="list-style-type: none"> <li>• Distinguished</li> <li>• Accomplished</li> <li>• Emerging</li> <li>• Unsatisfactory</li> </ul>	1 of 4 performance levels for dashboard and CSI determination: <ul style="list-style-type: none"> <li>• Distinguished</li> <li>• Accomplished</li> <li>• Emerging</li> <li>• Unsatisfactory</li> </ul>
ELP English language proficiency progress			
 Other academic	Student growth (ELA)	1 of 4 performance levels	--
	On-track to graduation	--	1 of 4 performance levels
	Postsecondary achievement	--	1 of 4 performance levels
 Graduation rate	4-year graduation rate	--	1 of 4 performance levels
	5-year graduation rate	--	1 of 4 performance levels
SQSS School quality or student success	Attendance (chronic absenteeism)	1 of 4 performance levels	1 of 4 performance levels
	Behavior (suspensions)	1 of 4 performance levels	1 of 4 performance levels

Note 1: ELA=English language arts

Note 2: West Virginia will add mathematics results to the student growth calculation beginning with 2018–19 school year results.

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (ELA/English language proficiency, math)	Weighted average performance level achieved across all students on statewide assessments based on the following point values: <ul style="list-style-type: none"> <li>Emerging: 0.25 points</li> <li>Approaching: 0.5 points</li> <li>At Target: 1.0 point</li> <li>Advanced: 1.25 points</li> </ul>
		ELP English language proficiency progress
 Other academic	<i>Participation rate inclusion</i>	The denominator of the proficiency index calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades/subjects.
	Student growth (ELA)	Percentage of students improving by 1 or more performance levels on statewide assessment score from year to year, or maintaining performance at the highest performance level.  The denominator of the growth calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades.
	On-track to graduation	Percentage of students in Grade 9 and Grade 10 on-track to graduation as evidenced by credit accumulation for ELA, math, social studies, and science coursework.
 Graduation rate	Postsecondary achievement	Percentage of students in Grade 12 attaining participation and/or performance benchmarks for the following activities: <ul style="list-style-type: none"> <li>Advanced Placement/International Baccalaureate exams</li> <li>College-credit-bearing or advanced career coursework</li> <li>Career and technical education course of study</li> </ul>
	4-year graduation rate	The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4 or 5 years, respectively, with a regular high school diploma.
5-year graduation rate		
<b>SQSS</b> School quality or student success	Attendance	Percentage of students attending at least 90% of enrolled school days.
	Behavior	Percentage of students with zero out-of-school suspensions during a given school year.

Note: ELA=English language arts

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as determined by business steps that identify schools with low performance levels on individual accountability measures (see “Annual Differentiation System”)</li> <li>Low graduation rate school: 4-year graduation rate less than 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit ATS status)</li> </ul>	Any school with consistently underperforming subgroup(s) based on scoring at the Unsatisfactory performance level on all state accountability measures, for 3 consecutive years	Any school, not already identified for consistently underperforming subgroups, with a subgroup underperforming based on the same business steps used to identify the bottom 5% of Title I schools based on all students, for 1 year
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li> <li>2021–22 for chronically underperforming subgroup schools and every 3 years thereafter</li> </ul>	Annual identification (first year of identification pending clarification)	2018–19 and every 3 years thereafter
Years of improvement to exit status	1 year of improvement required to exit CSI status (minimum 3 years in status)	States are not required to determine exit criteria for consistently underperforming subgroups	1 year of improvement required to exit ATS (minimum 3 years in status)

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1 (for all recent ELs)	✓	Exempt recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)		Test recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		