The Elementary and Secondary Education Act of 1965, as amended by the

West Virginia Board of Education
2020-2021

Miller L. Hall, President

Introduction

The West Virginia Department of Education (WVDE), in collaboration with school districts around the State and other State education and economic development partners, vows to change the economic landscape with an intense effort to expand the proportion of our young people leaving the public Pre-K-12 education system well prepared to transform the State's economy. While continuing to serve the individual educational needs of students, the WVDE must sharpen its focus on its role in developing a knowledgeable, skilled, and credentialed workforce capable of attracting and retaining businesses to grow the State's economy. In doing so, it will build on recent successes in improving graduation rates by ratcheting up the college and career readiness of its graduates. This initiative will include adopting measures of literacy and numeracy to track students' progress toward achieving their individualized college or career goals.

With this as a backdrop, the West Virginia's Statewide Accountability System for public education, developed in accordance with the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, was designed to provide meaningful feedback about school performance.

The purpose of this document is to specify the data sources and methods used to make school performance determinations to inform continuous school improvement. It is through this improvement process that education can serve as an integral driver of the state's economic transformation.

Data sources for determining school performance

School performance determinations derived from the West Virginia Accountability System (WVAS) are profoundly dependent on the availability, validity and reliability of multiple sources of information about the state's public education system. The principal sources of information are data submitted [illegible] *West Virginia Education Information System* (WVEIS) and validated data derived from WVDE-approved assessments administered by districts, and processed through *ZoomWV*, West Virginia's source for validated pre-kindergarten through grade 12 education data. The WVDE has made every reasonable effort to ensure that the data used in school performance determinations are accurate. What follows are descriptions of critically important data sources and their role in school performance grade determinations:

End-of-Year (EOY) Enrollment [illegible] information about students enrolled in each school at the end of the academic year. Of all data sources used, EOY enrollment is perhaps the most important as numerous processes required of the [illegible]

Full Academic Year (FAY) Enrollment [illegible] used in conjunction with EOY enrollment to identify FAY students, that is, students enrolled in a school for at least 135 days. Schools are accountable for these students on most accountability indicator measures.

Student assessment data used to calculate academic achievement and academic progress indicators include detailed information about student performance in math and ELA as measured by West Virginia's General Summative Assessment (WVGSA) for grades 3 through 8, the SAT School Day Assessment for grade 11, West Virginia's Alternate Summative Assessment for students on alternate [illegible] build the primary data sources for calculating student academic achievement indicator measures. [illegible] school performance.

On-track to graduation data for grades 9 and 10 high school students are extracted from the course enrollment and transcript information maintained annually by local school districts through the WVEIS.

Post-secondary achievement data for grade 12 students are obtained from multiple sources, including the following:

- **Advanced Placement (AP)** test participation and score data are obtained directly from the College Board each year for all West Virginia students participating in one or more AP tests. Test score data are matched and validated to students enrolled in the state public school system.
- **International Baccalaureate (IB)** test participation and score data are obtained directly from the one high school in West Virginia participating in the program. Test score data are matched and validated to students enrolled in that high school.
- **Dual credit** data are extracted from the course enrollment and transcript information maintained annually by local school districts through the WVEIS.
- C**areer Technical Education (CTE) Completer** [illegible] each year to identify students having completed a CTE program of study in accordance with West Virginia Board of Education policy.

Graduation rates used in the accountability system represent the 4-year and 5-year adjusted cohort [illegible]

Student attendance contains information about the overall attendance of students enrolled in each [illegible] districts through the WVEIS.

Student behavior contains information about the student misconducts and corresponding [illegible]

School-level performance categories

[illegible]
school performance on each accountability indicator measure. Performance level cuts for each measure were determined by 1) consideration of the evidence base for continuous school improvement in constructs related to the indicator measures, 2) an examination of the distribution of school values on each measure using baseline data from the 2015-2016 school year; and 3) [illegible]
school performance level categories are as follows:

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

Methodology for determining school-level performance for each accountability indicator measure

Academic Achievement Indicator in Mathematics and English language Arts

[illegible]

performance level designations: Emerging, Approaching the Target, At Target, and Advanced. To ensure that students taking the WVASA are appropriately represented in the academic achievement indicator, the following performance point structure will be used for both math and English language arts:

1. Award 0.25 points to every student in the WVASA performance level of

Example 1. Academic Performance Indicator for a school of 200 students

English Language Arts

Of 200 students:

- 195 have FAY status
- 188 have WVGSA assessment results for math (96% participation rate)
- 32 score at a *Does Not Meet Standard* level on the WVGSA or achieve an Emerging level on the WVASA
- 40 score at a *Partially Meets Standard* level on the WVGSA or achieve an Approaching the Target level on the WVASA
- 63 score at a *Meets Standard* level on the WVGSA or achieve an At Target level on the WVASA
- 53 score at an *Exceeds Standard* level on the WVGSA or achieve an Advanced level on the WVASA

Calculation:

- Determine the points earned by students

32 * 0.25 =	8.00
40 * 0.5 =	20.00
63 * 1.0 =	63.00
53 * 1.25 =	66.25
Cumulative Points =	157.25

- Determine the average points earned across all students
  (157.25 cumulative points / 188 FAY students) * 100 = 83.6 points
- Determine the percent of total possible points earned
  (83.6 points earned / 125) = 66.9% of total possible points

Mathematics

Of 200 students:

- 195 have FAY status
- 195 have WVGSA assessment results for math (100% participation rate)
- 71 score at a Does Not Meet Standard level on the WVGSA or achieve an *Emerging* level on the WVASA
- 58 score at a Partially Meets Standard level on the WVGSA or achieve an *Approaching* the *Target* level

Under an assumption that the 100 to 125 (>=80%) points earned *exceeds* the expected standard, or the highest level, of school performance, that 81.25 up to 100 (65 up to 80%) points earned *meets* the expected standard, that 62.5 up to 81.25 (50 up to 65%) points earned *partially meets* the expected [illegible] *does not meet* the expected standard, [illegible]

Performance Points Earned	Performance Level
100 to 125 Points (80% of points or more)	Exceeds Standard
81.25 to 100 Points (65-80% of points)	Meets Standard
62.5 to 81.25 Points (50-65% of points)	Partially Meets Standard
Less than 62.5 Points (Less than 50% of points)	Does not Meet Standard

Applying these performance levels to the example illustrated for English language arts, the school would have performed at level that *meets* expected levels. Applied to both examples for mathematics (i.e., where a 100% assessment participation rate was attained and where the assessment participation rate fell below 95% for which the required adjustment was applied), the school *did not meet* the expected performance level.

Academic Progress Indicator for Elementary and Middle Schools

The Academic Progress Indicator for public elementary and middle schools is intended to be a measure of student's progress based on a comparison of assessment results between two points in time. Progress is operationalized as a categorical improvement in student performance over the course of an academic year, using the previous year administration of the WVGSA as a baseline measure and the current accountable year administration as a follow-up measure. The same student performance levels previously described under the Academic Achievement Indicator will be used, however the *Below Standard*, P*artially Meets Standard*, and *Meets Standard* performance levels will be further subdivided into three increments to facilitate more granular determination of incremental student progress.

As noted above, this measure is intended to credit categorical improvement in student performance. As such, schools can be differentiated based on the percentage of students who improve by one or more performance level increments between the two assessment administrations, and the percentage of students demonstrating the highest level of performance (i.e., *Exceeds Standard*) at baseline who remain at that level.

[illegible] indicate adequate academic progress are illustrated in the matrix below. Shaded cells in the matrix

Student progress rates for ELA and mathematics will be calculated utilizing previous and current year assessment scores for all students in grades 4-8 meeting the following inclusion criteria:

- Students enrolled in grades 4-8 who meet FAY status;
- Students with valid baseline and follow-up assessment scores; and
- At least 20 students meeting these criteria at the school level for the all student group and each subgroup respectively.

The academic progress rate will be calculated for all students meeting the inclusion criteria listed above by summing the number of those who progress by one or more performance level increments [illegible]
full-academic-year (FAY) students, or the number of enrolled FAY students assessed, whichever [illegible]
[illegible]
they achieve FAY status are included. t K 505 w .43 20.4 q Tm[t -36 re108.27D1 cm 5Tmm 5T0.023 lSQ Tm[t -35.48 1

Example 2. Benchmark Indicator for a school of 175 students

English Langage Arts
Of 175 students: • 159 have FAY status and present in second month enrollment • 129 achieve a *Meets Standard*, *Partially Meets Standard*, or *Does Not Meet Standard* performance level on the previous year WVGSA, 98 of whom improve by at least one performance level increment on the current year WVGSA • 30 *Exceed Standard* on the previous year WVGSA, of which 22 remain at that level on the current year WVGSA. **Calculation**: 1. Determine the total number of students who categorically progress between baseline and end-of year 98 + 22 = 120 students progressed 2. Determine the percent of students who categorically progress between baseline and end-of year 120 students progressed / 159 FAY students = 75.5%
Mathematics
Of 175 students: • 162 have FAY status and present in second month enrollment • 140 achieve a Meets Standard, Partially Meets Standard, or Does Not Meet Standard performance level on the previous year WVGSA, 84 of whom improve by at least one performance level increment on the current year WVGSA • 22 Exceed Standard on the previous year WVGSA, of which 20 remain at that level on the current year WVGSA **Calculation**: 3. Determine the total number of students who categorically progress between baseline and end-of year 84 + 20 = 104 students progressed 4. Determine the percent of students who categorically progressed between baseline and end-of year 104 students progressed / 162 FAY students = 64.2%

Ì ll Ĥ n n q ɑ ã ż ê n ż ɜ ƒ ɣ l l ã q ã ¸ ã q ‘ ê n ż ¯ Ĥ ã ƒ l l ƒ n j ã ɜ ẹ l l ɑ ʒ n Î ż ã ‘ ‘ ẹ ɣ n j ẹ l l ƒ ¯ n ż ƒ ż ã ‘ ɑ ã l l ę ã n j ƒ ‘ † † ˜ n ż ɜ n ż ã n ê available progress points *exceeds* the school performance standard; 50 up to 65% of progress points meets the standard, 35 up to 50% of progress points *partially meets* the standard, and less than 35% of progress points *does not meet* the standard. Applying these performance levels to the school in the example above would indicate it *exceeded* performance expectations for English language arts but *met* performance expectations for mathematics.

Performance Points Earned	Performance Level
65% or more	Exceeds Standard
50 up to 65%	Meets Standard
35 up to 50%	Partially Meets Standard
Less than 35%	Does not Meet Standard

Graduation Rate Indicator for High Schools

¦Ĥã llãƶ¯ę ãnj↑ ◊˙ ãƒƶ ƒɣnj↑ ◊˙ ãƒƶ ƒnjŧ˗ ‘¯ãnj◊llNĤNƶ¯ Îƶƒnj˗ƒ¯ęNɣ ƶƒ¯ã‘ ƒƶã ęɣllq˗njãnj ƒ‘ ‘ãɖƒƶƒ¯ã ɜ˗ãƒ‘˗ƶã‘ ęɣ ¯Ĥã ƒllIN˗ɣ¯ƒ3ęęę¯ ‘˙ ‘¯ãɜ˗ NƶãƒllĤ ‘llĤNNq¨ ãƒƶ┼ ¯Ĥã Îƶƒnj˗ƒ¯ęNɣ ƶƒ¯ã‘ ƒƶã llãƶ¯ę ãnj nj˗ƶęɣÎ ¯Ĥã êƒqq Nê ¯Ĥã êNqqN˳ęɣÎ ‘llĤNNq¨ ãƒƶ ƒ‘ ɖƒƶ¯ Nê ¯Ĥã ôll¯NʒãƶŤ Jãƶ¯ę ãnj Tƒ¯ƒ JNqqãll¯ęNɣ¦ ¦Ĥę‘ ę‘ njNɣã ¯N ƒ‘‘˗ƶã ¯Ĥƒ¯ both spring- and summer-school graduates are appropriately included. Because of the timing of this llãƶ¯ę llƒ¯ęNɣ ɖƶNllã‘‘┼¯Ĥã Îƶƒnj˗ƒ¯ęNɣ ƶƒ¯ã ɜ˗ãƒ‘˗ƶã ˗‘ãnj ęɣ ¯Ĥã ūÕ İ ę‘ ɑƒÎÎãnj▲ã¦Î╬ êNƶ ƒllIN˗ɣ¯ƒ3ęęę¯ ęɣ ¯Ĥã┼ ⁞┼ ⁴ ▸┼ ⁞┼ ⁵ ‘llĤNNq¨ ãƒƶ┼ ¯Ĥã┼ ⁞┼† ▸┼ ⁞┼ ⁴ llãƶ¯ę ãnj↑ ◊˙ ãƒƶ ƒɣnj↑ ◊˙ ãƒƶ llNĤNƶ¯ Îƶƒnj˗ƒ¯ęNɣ ƶƒ¯ã‘ for all students in each subgroup will be used. Adjusted-cohort graduation rates are calculated in accordance with *West Virginia's Adjusted Cohort Graduation Rate Guide*.

School performance levels for the *Graduation Rate* measures are derived directly from the rates llãƶ¯ę ãnj 3˙ nję‘¯ƶęll¯‘ ƒ‘ êNqqN˳‘┴↑ ◊˙ ãƒƶ ƒɣnj↑ ◊˙ ãƒƶ Îƶƒnj˗ƒ¯ęNɣ ƶƒ¯ã‘ Nê ⁶┼ ˜ Nƶ ɜ˗Nƶã *exceeds* the school performance standard; 90 up to 95% *meets* the standard, 80 up to 90% *partially meets* the standard, and that less than 80% *does not meet* the standard. Applying these performance levels to an example school with a 4-year rate of 87.25% would have *partially met* the expected standard, while a 5-year rate of 90.4% for the same school would indicate having *met* the expected performance.

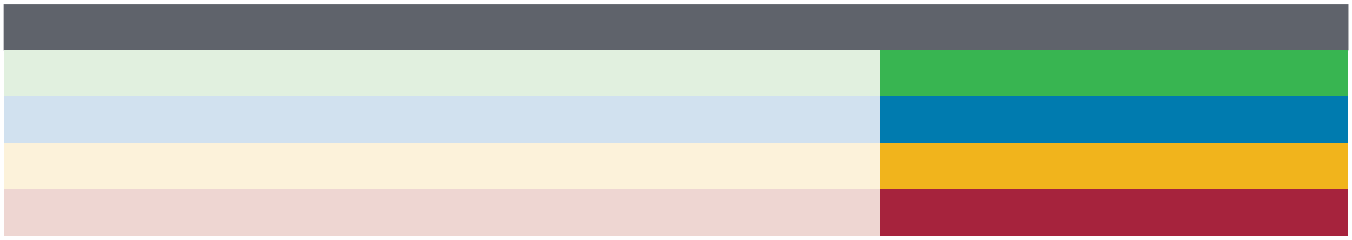
Example 3. English Language Proficiency Indicator for a school with 25 EL students

English Language Proficiency
Of 25 EL students: • 22 have FAY status. • 10 have prior year performance point sums between 4 and 7 across four domains, inclusively, of which 7 show progress by meeting the minimum annual improvement target of two (2) points. • 12 have prior year performance point sums between 8 and 20 across four domains, inclusively, of which 9 show progress by meeting the minimum annual improvement target of one (1) point. **Calculation**: 1.

[illegible] Virginia Board of Education (WVBE) policy. The following performance point structure will be used:

1. Award 1.0 point for every student whose actual attendance was > 90% of all instructional days,

95% or more of available points *exceeds* the school performance standard; 90 up to 95% of points *meets* the standard, 80 up to 90% of points *partially meets* the standard, and less than 80% of points *does not meet* the standard. Applying these performance levels to the example above, the school would have *partially met* the expected performance level.



the standard, and less than 50% of points earned *does not meet* the standard. The school from the example above would have *exceeded* the expected performance standard.

Performance Points Earned	Performance Level
80% or more	Exceeds Standard
65 up to 80%	Meets Standard
50 up to 65%	Partially Meets Standard
Less than 50%	Does not Meet Standard

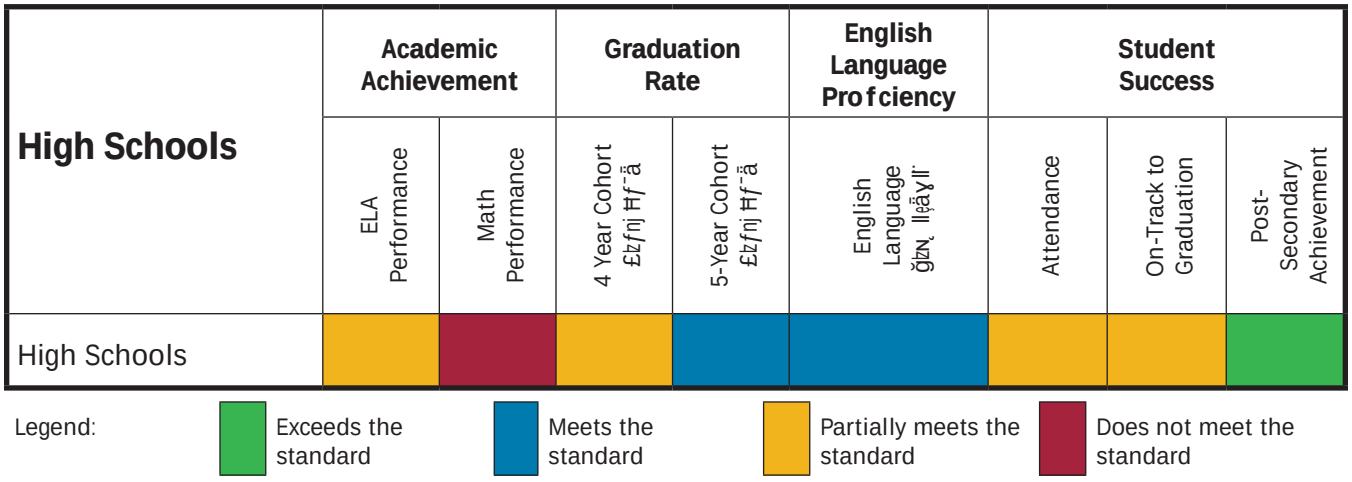
Identifying school strengths and challenges

A straight-forward decision-making matrix will be used for purposes of annual meaningful differentiation of schools based on performance on all relevant indicator measures in the accountability system. Instead of developing an overall summative score to determine school performance, the approach is intended to identify areas of strength and/or challenges across the span of indicator measures relevant to each school programmatic level. School programmatic levels (i.e., elementary, middle, or high schools) are determined by the highest grade level of accountability ęɣ ƒ ‘ǁĤNNq ˛ę¯ĤN˗¯ łžãÎƒłznj ¯N N˛ãžƒqq ‘ǁĤNNq Îžƒnjã ǁNɣ˛ Î˗łƒ¯ęNɣ¸ cqãɜ˗ãɣ¯ƒłː ‘ǁĤNNq‘ ƒłžã ¯ĤN‘ã ˛ę¯Ĥ terminal grade below grade 8; middle schools are those with grade 8 but no grade 12; and high schools are those with a grade 12.

The results from the examples contained herein as applied to a hypothetical elementary/middle school are shown below. The school has *exceeded the standard* on the academic progress indicator for math, *met standard* Nɣ ¯Ĥã ƒǁƒnjãɜ˗ęǁ qžN Îžã‘‘ ęɣnjęǁƒ¯Nž êNž cÓ ┼ cɣÎqę‘Ĥ qƒɣÎ˗ƒÎä qžNˬ ǁęãɣǁː┼ and behavior. Conversely, the school seems to struggle more by *partially meeting* standard in ELA performance and attendance, and *not meeting standard* in mathematics performance.

Elementary/ Middle Schools	**Academic Achievement**		**Academic Progress***		**English Language Proficiency**	**Student Success**	
	ELA Performance	Math Performance	Elem/Middle School ELA Progress	Elem/Middle School Math Progress	English Language ğžNˬ ǁęãɣǁː	Attendance	Behavior
Elementary/Middle School							

For a hypothetical high school, the same academic achievement and student success outcomes described above for the hypothetical elementary/middle school apply. In the student success indicator we see that the school is struggling to some extent with regard to the on-track to graduation measure—credit accumulation among grade 10 students is lagging as demonstrated by having a *partially meets standard* status. This may be contributing the school's performance at the *partially meets standard* level in the 4-year cohort graduation rate as well. Nonetheless, the school recovers by *exceeding standard* with many of its grade 12 students having accomplished at least one post-secondary achievement criteria. With a *meets standard* rating, the school also performs well on the extended 5-year cohort graduation rate.



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