



West Virginia Schools Balanced Scorecard

West Virginia's Statewide Accountability System

*Methodology for School Performance
Determinations*

Revised September 2020



West Virginia DEPARTMENT OF
EDUCATION

The Elementary and Secondary Education Act of 1965, as amended by the
Every Student Succeeds Act of 2015



**West Virginia Board of Education
2020-2021**

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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 and certified as accurate by local school districts through the [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 is certified by local school districts in June of each year and contains 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 WVAS are dependent on this file.

Full Academic Year (FAY) Enrollment, also certified by local school districts in June of each year, is 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 academic standards, and English Learner Proficiency Assessment (ELPA21). The state’s assessment contractors provide raw data files, which then are validated by the WVDE Office of Assessment and related program offices. In conjunction with EOY and FAY enrollment, the assessment file is used to build the primary data sources for calculating student academic achievement indicator measures. Furthermore, the student assessment data files, again in conjunction with EOY and FAY enrollment, are used to determine assessment participation rates that figure prominently in the determination of 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.
- **Career Technical Education (CTE) Completer** data are certified by local school districts in June of 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 graduation rates as certified by local school districts in the fall of each year.

Student attendance contains information about the overall attendance of students enrolled in each school throughout the academic year. The information is maintained certified annually by local school districts through the WVEIS.

Student behavior contains information about the student misconducts and corresponding interventions or consequences administer by school officials throughout the academic year. The information is maintained certified annually by local school districts through the WVEIS.

School-level performance categories

Four color-coded performance level classifications were developed for purposes of differentiating 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) consideration of long-term goals specified in the West Virginia Consolidated State Plan. The four 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

Student proficiency rates as determined by the WVGSA measure how many students are performing at levels specified in the overall West Virginia College-and Career-Readiness Standards for English language arts and mathematics. As specified in the West Virginia Consolidated State Plan, points will be awarded to students relative to performance levels established by a facilitated standard-setting process for the WVGSA. The cumulative number of points earned by students in a school will then be used to determine school performance. Considering the four performance levels derived from the WVGSA, the following progression of academic performance points will be awarded:

1. Award 0.25 points for every student with an assessment scale score corresponding to the WVGSA **Does Not Meet Standard** performance level.
2. Award 0.5 point for every student with an assessment scale score corresponding to the WVGSA **Partially Meets Standard** performance level.
3. Award 1.0 point for every student with an assessment scale score corresponding to the WVGSA **Meets Standard** performance level.
4. Award 1.25 points for every student with an assessment scale score corresponding to the WVGSA **Exceeds Standard** performance level.

Academic performance for students with significant intellectual disabilities will be measured by the West Virginia Alternate Summative Assessment (WVASA). With this assessment, summative measures of academic performance relative to the alternate achievement standards are provided in four

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 *Emerging*;
2. Award 0.5 point to every student in the WVASA performance level of *Approaching the Target*;
3. Award 1.0 point to every student in the WVASA performance level of *At Target*, and
4. Award 1.25 points to every student in the WVASA performance level of *Advanced*.

Students taking the WVASA and the performance points they earn will be included in the numerator and denominator as appropriate in the academic achievement indicator measure calculations.

Academic performance for ELA and mathematics will be calculated separately in accordance with the following student inclusion criteria:

- Students with full academic year (FAY) status (annual membership days \geq 135 days);
- Students enrolled in grades 3-8 and grade 11;
- Students with a valid assessment result on the WVGSA or WVASA; and
- At least 20 FAY students for each subject in the all student group, and each subgroup of students, respectively.

The aggregate number of performance points earned by a school on the academic achievement indicator will be derived in the following steps:

1. Determine the points earned by multiplying the number of students at each performance level by the points corresponding to each performance level (i.e., 0.25, 0.5, 1.0, and 1.25);
2. Determine the cumulative points earned by summing the points earned by students across all performance levels;
3. Determine the average points earned by a) dividing the cumulative points earned by the total number of students for which scores are available, or 95% of such students, whichever is greater, then b) multiplying the result by 100; and
4. Dividing by 125, the maximum points possible if 100% of students accomplished the highest performance level.

As noted in item number 3 above, should assessment participation fall below 95%, non-participants up to 95% of the students that should have been tested are retained in both the numerator and denominator of the calculation. In the numerator, however, they are assigned zero academic performance points and do not contribute positively to a schools' performance determination. Examples of the calculations for these measures follow.

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

$$32 * 0.25 = 8.00$$

$$40 * 0.5 = 20.00$$

$$63 * 1.0 = 63.00$$

$$53 * 1.25 = 66.25$$

$$\text{Cumulative Points} = 157.25$$

- 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 on the WVASA
- 39 score at a Meets Standard level on the WVGSA or achieve an *At Target* level on the WVASA
- 27 score at an Exceeds Standard level on the WVGSA or achieve an *Advanced* level on the WVASA

Calculation:

- Determine the points earned by students

$$71 * 0.25 = 17.75$$

$$58 * 0.5 = 29.00$$

$$39 * 1.0 = 39.00$$

$$27 * 1.25 = 33.75$$

$$\text{Cumulative Points} = 119.50$$

- Determine the average points earned across all students
(119.50 cumulative points / 195 FAY students) * 100 = 61.3 points
- Determine the percent of total possible points earned
(61.3 points earned / 125) = 49.0% of total possible points

The calculation above illustrates how school performance is determined where results are available for all FAY students—i.e., a 100% participation rate on the WVGSA. Federal requirements for the annual measurement of achievement specify an adjustment in the calculation when assessment participation rates fall below 95% as follows:

- 195 have FAY status
- 177 have WVGSA assessment results for math (91% participation rate)
- 62 score at a Does Not Meet Standard level on the WVGSA or achieve an *Emerging* level on the WVASA
- 54 score at a Partially Meets Standard level on the WVGSA or achieve an *Approaching the Target* level on the WVASA
- 32 score at a Meets Standard level on the WVGSA or achieve an *At Target* level on the WVASA
- 29 score at an Exceeds Standard level on the WVGSA or achieve an *Advanced* level on the WVASA

Calculation:

- Determine the points earned by students

$$62 * 0.25 = 15.50$$

$$54 * 0.5 = 27.00$$

$$32 * 1.0 = 32.00$$

$$29 * 1.25 = 36.25$$

$$\text{Cumulative Points} = 110.75$$

- Assessment results are available for only 177 of the 195 FAY students representing a participation rate of 91%, warranting an adjustment of the denominator in the calculation. In this case, determine the average points earned by dividing the points earned by 185.25 (i.e., 95% of 195 FAY students for which results should be available)
(110.75 cumulative points / 185.25 FAY students) * 100 = 59.8 points
- Determine the percent of total possible points earned
(59.8 points earned / 125) = 47.8% of total possible points

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 standard, and that less than 62.5 (< 50%) points earned reflects *does not meet* the expected standard, the following schools performance levels were specified for mathematics and English language arts.

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 WV GSA 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*, *Partially 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.

Relative to students’ previous year performance, the current year performance increments that indicate adequate academic progress are illustrated in the matrix below. Shaded cells in the matrix indicate the current year student performance level at which students meet the requirements as having made adequate progress relative to previous year performance. For example, a student with a previous year assessment score falling within the “*Does Not Meet Standard 3*” performance level increment whose current year score falls within the “*Partially Meets Standard 1*”, or higher, level has made adequate progress.

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 (numerator). In the calculation, the denominator will represent ninety-five percent (95%) of enrolled full-academic-year (FAY) students, or the number of enrolled FAY students assessed, whichever is greater. Consideration is specified whereby all students enrolled in a school for at least 135 instructional days, and are present in the certified second-month enrollment in the school at which they achieve FAY status are included.

Current Year

Previous Year	Exceeds Standard	Meets Standard 3	Meets Standard 2	Meets Standard 1	Partially Meets Standard 3	Partially Meets Standard 2	Partially Meets Standard 1	Below Standard 3	Below Standard 2
Exceeds Standard									
Meets Standard 3									
Meets Standard 2									
Meets Standard 1									
Partially Meets Standard 3									
Partially Meets Standard 2									
Partially Meets Standard 1									
Below Standard 3									
Below Standard 2									
Below Standard 1									

The calculations are shown in the following examples.

Example 2. Benchmark Indicator for a school of 175 students

English Language 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
 $120 \text{ students progressed} / 159 \text{ FAY students} = 75.5\%$

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
 $104 \text{ students progressed} / 162 \text{ FAY students} = 64.2\%$

School performance levels for the academic progress indicator are specified as 65% or more of 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

The certified 4-year and 5-year adjusted-cohort graduation rates are included as separate measures in the accountability system. For each school year, the graduation rates are certified during the fall of the following school year as part of the October 1 Certified Data Collection. This is done to assure that both spring- and summer-school graduates are appropriately included. Because of the timing of this certification process, the graduation rate measure used in the WVAS is lagged—e.g., for accountability in the 2017 – 2018 school year, the 2016 – 2017 certified 4-year and 5-year cohort graduation rates 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 certified by districts as follows: 4-year and 5-year graduation rates of 95% or more **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.

Performance Points Earned	Performance Level
95% or more	Exceeds Standard
90 up to 95%	Meets Standard
80 up to 90%	Partially Meets Standard
Less than 80%	Does not Meet Standard

English Language Proficiency (ELP) Indicator

The Progress in Achieving English Language Proficiency Indicator is based on the ELPA21 assessment for English learners (EL) in grades Kindergarten through 12. The indicator will examine the progress students make in reaching annual targets across four ELPA21 domains of listening, reading, speaking, and writing. Performance on each domain is reported on a five-level performance scale (1-*Beginning*, 2-*Early Intermediate*, 3-*Intermediate*, 4-*Early Advanced*, and 5-*Advanced*). Students’ overall proficiency determinations are defined as performing at level of 4 or above on all four ELPA21 domains. The ELP indicator awards credit to schools for English learners having attained proficiency on ELPA21 and those not yet proficient who demonstrate progress toward proficiency relative to annual improvement targets. Students’ proficiency status is first determined by summing the numeric values corresponding to the five performance levels across all four ELPA21 assessment domains. As such, the sum of performance points for students reaching EL proficiency range from 16 and 20 points (i.e., a performance level of 4 or 5 on each domain). Assuming they are assessed on all EL domains, the sum of performance points for those not reaching proficiency range from 4 to 18, depending on the performance level achieved in each domain. For the latter, the number of additional points needed to demonstrate progress the following year is determined by their grade level and the sum of performance points as follows:

Grade Level at Prior Year EL Assessment	Prior Year EL Assessment Aggregate Domain Score	Annual Improvement Target
Kindergarten – 8th Grade	4 points – 11 points	2
Kindergarten – 8th Grade	12 points – 20 points	1
9th Grade – 12th Grade	4 points – 7 points	2
9th Grade – 12th Grade	8 points – 20 points	1

Beginning in 2019-2020, ELP progress rates will be calculated with the following inclusion criteria:

- EL Students enrolled in grades K through 12 who meet FAY status;
- At least 20 students meeting these criteria at the school level in the EL student group.

Additional business rules applicable to the ELP indicator:

- EL progress is assessed across two consecutive schools years—i.e., a comparison of the current year to the previous year;
- Students cannot bank points—i.e. performance points earned in excess of improvement targets cannot be carried over to the following year
- Students need not make up for performance point deficits—i.e., students not meeting improvement targets are not required to make up the deficit the following year;
- First-time EL students assessed as proficient are included as having progressed in the EL indicator, otherwise they are excluded; their scores, however, are used to set improvement targets for the following year;
- Students having prior year ELPA21 scores and determined in the current year to be eligible for EL assessment but do not test are included as not having progressed;
- In the event of domain exemptions to accommodate student disabilities, an annual improvement target of a single performance point will be established.

The ELP progress measure is intended to credit progressive improvement in EL student performance across academic years. As such, schools can be differentiated based on the percentage students who demonstrate progress by reaching their annual improvement target (numerator) divided by the total number of students meeting the inclusion criteria for the indicator.

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. Determine the total number of students who demonstrate adequate progress toward ELP
 $7 + 9 = 16$ EL students progressed
2. Determine the percent of students who demonstrate adequate progress toward ELP
 $16 \text{ students progressed} / 22 \text{ FAY students} = 72.7\%$

Performance levels for the indicator have been established whereby schools in which 75% or more of EL students demonstrate adequate progress **exceed** the ELP progress standard; ELP progress of 62.5 up to 75% represents having **met** the standard; ELP progress of 50 up to 62.5% represents having **partially met** the standard, and ELP progress less than 50% **does not meet** the standard. Applying these performance levels to the ELP progress example illustrated above, the school would have **met** the expected performance level.

Performance Points Earned	Performance Level
75% or more	Exceeds Standard
62.5 up to 75%	Meets Standard
50 up to 62.5%	Partially Meets Standard
Less than 50%	Does not Meet Standard

Student Success Indicator

The student success accountability indicator consists of two distinct measures (attendance and behavior) for elementary and middle schools, and three distinct measures (attendance, on-track to graduation, and post-secondary achievement) for high schools.

Attendance represents the extent to which students capitalize on opportunities to learn and engage in the instructional environment. This measure is operationalized as actual attendance, that is, the percentage of students physically present for at least 90% of available instructional days.

The attendance measure will apply to all students and for each subgroup using the following inclusion criteria:

- Students with full academic year (FAY) status (annual membership days ≥ 135 days);
- Students enrolled in Kindergarten through grade 12; and
- At least 20 FAY students at the school level for the all student group and each subgroup respectively.

The measure will be calculated using the certified attendance records for all students meeting the criteria, however exemptions will be made for absences identified as allowable deductions by West 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, excluding absences resulting from out-of-school suspensions;
2. Divide the total points awarded in step 1 by the total number of students meeting the inclusion criteria to derive the percentage of faithfully present students..
3. Subtract the percentage of faithfully present students from 100% to derive the percentage of chronically absent students.

Example 4. Student Success Attendance measure for a school of 183 students

Attendance
<p>Of 183 students:</p> <ul style="list-style-type: none"> • 176 have FAY status • 148 are present for 90% or more of instructional days, thus meeting the attendance criteria, each being awarded 1.0 point. <p>Calculation:</p> <ol style="list-style-type: none"> 1. Determine the percent of students who meet criteria $148 \text{ points earned} / 176 \text{ FAY students} = 84.0\% \text{ faithfully present}$ 2. Determine the percent of chronically absent students $100.0\% - 84.0\% = 16.0\% \text{ chronically absent}$

School performance levels for the Attendance student success measure are specified as 5% or less of available points exceeds the school performance standard; 5 up to 10% of points meets the standard, 10 up to 20% of points partially meets the standard, and greater than 20% of points do not meet the standard. Applying these performance levels to the school in the example above would indicate the school partially met performance expectations for attendance.

Performance Points Earned	Performance Level
5% or less	Exceeds Standard
5% to 10%	Meets Standard
10% to 20%	Partially Meets Standard
More than 20%	Does not Meet Standard

Behavior is an extension of the State’s goal to foster positive school environments where each student can attend school and receive instruction every day. It is operationalized as the percent of students in each school that received no out-of-school suspensions within a school year.

The behavior measure will apply to all students and for each subgroup of students using the following inclusion criteria:

- Students with FAY status (annual membership days \geq 135 days);
- Students enrolled in Kindergarten through grade 12; and
- At least 20 FAY students at the school level for the all student group and each subgroup, respectively.

The measure will be calculated using the certified behavior records for all students meeting the criteria, however exemptions will be made for the following out-of-school suspensions as defined in *WVBE Policy 4373: Expected Behavior in Safe and Supportive Schools*:

- Level 3 Behaviors which are defined as eminently dangerous, illegal and/or aggressive behaviors willfully committed and are known to be illegal and/or harmful to people and/or property; and
- Level 4 Behaviors which are defined as consistent with those addressed in West Virginia Code §18-A-5-1a(a) and (b) Safe Schools Act.

The following performance point structure will be used:

1. Award 1.0 point for every student who has received no out-of-school suspensions within the school year;
2. Divide the total points awarded in step 1 by the total number of students meeting the criteria set for this measure.

Example 5. Student Success Behavior measure for a school of 183 students

Behavior
<p>Of 183 students:</p> <ul style="list-style-type: none"> • 176 have FAY status • 163 have no (0) out-of-school suspensions, thus meeting the behavior criteria, each being awarded 1.0 points. <p>Calculation:</p> <ol style="list-style-type: none"> 1. Determine the percent of students who meet criteria $163 \text{ points earned} / 176 \text{ FAY students} = 92.6\%$

School performance levels for both the *Behavior* student success measure are specified as 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 school in the example above would indicate the school *met* performance expectations for behavior.

Performance Points Earned	Performance Level
95% or more	Exceeds Standard
90 up to 95%	Meets Standard
80 up to 90%	Partially Meets Standard
Less than 80%	Does not Meet Standard

On Track to Graduation represents the percent of grade 10 students on track for completing the 22 credit requirement for high school graduation. To meet the criteria for this measure students will be required to earn at least twelve (12) credits and earn at least two (2) credits each in the four primary content areas (English, mathematics, science, and social studies) by the conclusion of their grade 10 academic year.

Post-Secondary Achievement represents the percent of grade 12 students that acquire credentials toward college and career readiness by accomplishing one or more of the following during their high

school (grades 9 – 12) careers: one or more college readiness benchmarks via Advanced Placement (AP) or International Baccalaureate (IB) program exams; completion of college-credit-bearing coursework with a grade of A, B, or C; and/or completion of the four (4) required courses in a State approved Career Technical Education program of study.

That finalized data for on-track to graduation and post-secondary achievement are not available until the fall, both measures will be lagged so that totals can capture all credits earned through the summer following each school year. This means, for example, that the data used for these measures for the 2017-2018 school year will be calculated using finalized data from the previous 2016-2017 school year, and so on for each successive year. The indicator measures will be calculated with the following inclusion criteria:

- All FAY grade 10 and 12 students enrolled in the end-of-year certified data collection; and
- At least 20 students meeting these criteria at the school level for the all-student group, and each subgroup, respectively.

On-Track to Graduation for grade 10 students meeting the inclusion criteria listed above will be calculated using the following performance point structure:

1. Award 0.5 point for every grade 10 student who has earned at least 12 course credits by the conclusion of their grade 10 academic year.
2. Award 0.5 point for every grade 10 student who has earned at least two credits by the conclusion of their grade 10 academic year for each of the following subject areas: English, mathematics, science, and social studies.
3. Sum the total points awarded in steps 1 and 2, and divide by the total number of students meeting the inclusion criteria.

The calculations for the on-track to graduation measure for high schools are shown in the following example.

Example 6. Student Success *On-Track to Graduation* measure for a school of 116 grade 10 students

Course Credits	
Of 116 grade 10 students:	
<ul style="list-style-type: none"> • 115 have FAY status • 103 earned at least 12 course credits during the school year • 99 earned at least two course credits during the school year for each of the following subject areas: English, mathematics, science and social studies. 	
Calculation:	
1. Determine the points earned by students	
103 * 0.5 =	51.50
99 * 0.5 =	49.50
Cumulative Points =	101.00
2. Determine the percent of total possible points earned	
101.0 points earned / 115 grade 10 FAY students = 87.8%	

West Virginia proposes school performance levels for the *On Track to Graduation* measure as follows:

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.

Performance Points Earned	Performance Level
95% or more	Exceeds Standard
90 up to 95%	Meets Standard
80 up to 90%	Partially Meets Standard
Less than 80%	Does not Meet Standard

Post-Secondary Achievement is intended to demonstrate post-secondary readiness of grade 12 students. The numerator comprises a unique count of grade 12 FAY students accomplishing at least one of the following during their grade 9 – 12 school years as follows:

1. Award 1.0 point for every grade 12 student who has earned at least one of the following college and/or career credentials during their enrollment in high school:
 - a. One or more college readiness benchmarks through Advanced Placement (AP) or International Baccalaureate (IB) program exams;
 - b. Completion of college-credit-bearing dual credit coursework with a grade of A, B, or C; and/or
 - c. Completion of the four (4) required courses in a State approved Career Technical Education (CTE) program of study.
2. Sum the total points awarded in step 1 and divide by the total number of grade 12 students meeting the inclusion criteria.

Example 7. Student Success *Post-Secondary Achievement* measure for a school of 210 grade 12 students

Post-Secondary Achievement
<p>Of 210 students:</p> <ul style="list-style-type: none"> • 192 have FAY status • 42 earned a 3 or higher on an AP exam • 15 earned a 4 or higher on an IB exam • 88 earned a grade of “C” or higher in a dual-credit course • 105 were CTE completers <p>From the listing duplicated sum of 262 students above, 156 unique students are identified, each being awarded 1.0 point.</p> <p>Calculation:</p> <ol style="list-style-type: none"> 1. Determine the percent of students who accomplished at least one of the achievement criteria $156 \text{ points earned} / 192 \text{ FAY students} = 81.3\%$

School performance levels for the *Post-Secondary Achievement* measure are established as follows: 80% or more of the possible points earned **exceeds** the school performance standard; 65 up to 80% of points earned standard **meets** the standard, 50 up to 65% of points earned **partially meets**

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 in a school without regard to overall school grade configuration. Elementary schools are those with 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* on the academic progress indicator for ELA, English language proficiency, 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 Proficiency	Attendance	Behavior
Elementary/Middle School	Partially meets the standard	Does not meet the standard	Meets the standard	Exceeds the standard	Meets the standard	Partially meets the standard	Meets the standard

Legend: Exceeds the standard Meets the standard Partially meets the standard Does not meet the standard

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.

High Schools	Academic Achievement		Graduation Rate		English Language Proficiency	Student Success		
	ELA Performance	Math Performance	4-Year Cohort Grad Rate	5-Year Cohort Grad Rate	English Language Proficiency	Attendance	On-Track to Graduation	Post-Secondary Achievement
High Schools	Partially meets the standard	Does not meet the standard	Partially meets the standard	Meets the standard	Meets the standard	Partially meets the standard	Partially meets the standard	Exceeds the standard

Legend: Exceeds the standard Meets the standard Partially meets the standard Does not meet the standard



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