

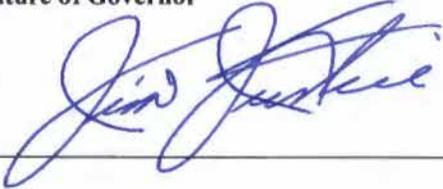


West Virginia's Consolidated State Plan

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

*Submitted to the U.S. Department of Education
September 11, 2017*

Cover Page

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<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
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Signature of Authorized SEA Representative 	Date: 9/11/17
Governor (Printed Name) James C. Justice, II Governor State of West Virginia	Date SEA provided plan to the Governor under ESEA section 8540: August 1, 2017
Signature of Governor 	Date: 9/11/17

Programs Included in the Consolidated State Plan

Instructions: Indicate below, by checking the appropriate box(es), which programs the SEA included in its Consolidated State Plan. If an SEA elected not to include one or more of the programs below in its Consolidated State Plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its Consolidated State Plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its Consolidated State Plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a Consolidated State Plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

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A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

The purpose of the Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs) is to provide financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging State academic standards. Awards are made to State education agencies (SEAs) that in turn make formula sub-grants to LEAs who utilize the funds to improve student outcomes. States may reserve funds for administration (not more than 1%) and school improvement (not more than 7%) prior to distributing allocations to LEAs.

During the 2017-2018 school year, all 55 LEAs were eligible for Title I, Part A funding and it was distributed through the State's Consolidated Elementary and Secondary Education Act (ESEA) Application known as the West Virginia Department of Education Grants and Planning System (WVDE-GPS) as follows:

WVDE 2017-2018 Allocation for Title I, Part A Improving Basic Programs Operated by LEAs	
Total State Allocation	\$96,213,529
Average LEA Allocation	\$1,611,372
Smallest LEA Allocation	\$235,537
Largest LEA Allocation	\$10,164,616
Median LEA Allocation	\$1,133,809

1. Challenging State Academic Standards and Assessments

(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)¹

2. Eighth Grade Math Exception

(ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

- i. **Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?**
 - Yes
 - No

- ii. **If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:**
 - a. **The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**

¹ The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

- b. **The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;**
- c. **In high school:**
 - 1. **The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;**
 - 2. **The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and**
 - 3. **The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.**
 - Yes
 - No
- iii. **If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.**

3. Native Language Assessments

(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

- i. **Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.**

The State defines a language other than English to be of significant extent if it represents at least fifty percent (50%) of the total English learner student population in the State. Certified data reported in October of 2016 highlights the top six languages represented within the State’s English learner population, inclusive of the percentage representing the total English learner population.

Language	Number of English Learners	Percentage of English Learner Population
Spanish	1,335	49%
Arabic	320	12%
Chinese (Mandarin)	198	7%
Vietnamese	92	3%
Chinese (Cantonese)	54	2%
Tagalog	42	2%

The current data indicates that only Spanish approaches the State’s definition of a language other than English to be of significant extent.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

The State’s West Virginia General Summative Assessment (WVGSA) provides supports for targeted languages. The Guidelines for Participation in West Virginia Statewide Assessments identifies the language translations and glossaries that are available for specified languages and clarifies under which conditions the support may be provided. The existing WVGSA provides full Spanish stacked translation of each test item above the original English item for mathematics.

The WVGSA also provides written translated test directions in PDF form for ELA and mathematics, in which a bi-literate trained adult may read aloud to a student during the test administration. Current languages supported with translated test directions include: Arabic, Cantonese, Filipino (Ilokano, and Tagalog), Korean, Mandarin, Punjabi (East and West), Russian, Ukrainian, Vietnamese, Haitian-Creole, French, Hmong, Japanese, Somali, Dakota, Lakota, and Yup’ik.

Finally, the WVGSA provides embedded translation glossaries for specified math terms on the mathematics assessment. Current languages supported with translation glossaries include: Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi (East and West), Russian, Spanish, Ukrainian, and Vietnamese.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Using the State’s definition of languages other than English that are present to a significant extent, no additional academic assessments in other languages are currently needed.

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing**
- a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);**
 - b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and**
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.**

The State continues to monitor the language needs of students within West Virginia and will work toward developing academic assessments in other languages as the need eclipses the current languages meeting the State’s language of significant extent definition. The West Virginia Department of Education English Learner Advisory Council will continue to serve as a

consultative group of stakeholders to inform changes that might be needed in the future. As a commitment to meeting the needs of all learners, West Virginia will continue to build capacities toward providing language supports, inclusive of embedding language supports in Requests for Proposals for any future academic assessments.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

v. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).**

West Virginia includes the following racial and ethnic groups in the Statewide Accountability System: Asian, Black or African American, Hispanic or Latino, Multi-racial, Native American, Pacific Islander, and White.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (i.e., economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.**

West Virginia does not include additional subgroups of students in its Statewide Accountability System.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.**

Yes

No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:**

Applying the exception under ESEA section 1111(b)(3)(A)(i); or

Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

vi. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.**

West Virginia has determined to use a minimum number of twenty (20) students for purposes of providing valid and reliable results for which schools are held accountable for all indicators for which disaggregation by each subgroup of students is required for accountability purposes. An N-size of 20 was adopted by West Virginia under its No Child Left Behind (NCLB) Flexibility Waiver in 2013 after thorough analyses and in consultation with involved stakeholders at the time.

b. Describe how the minimum number of students is statistically sound.

The Pre-K through grade 12 student population of West Virginia consists of slightly more than 270,000 students and has been declining slightly for five years. At the same time, the student population has limited diversity compared to many other States with regard to race/ethnicity. As such our approach depended on striking a balance between maximizing the number of students, student subgroups, and schools included in the accountability system while ensuring the selected N-size provides valid and reliable results.

Following guidance from the Institute of Education Sciences regarding subgroup size determinations for accountability systems (Seastrom, 2017), West Virginia took a population perspective with regard to determining minimum-N. This approach was selected for purposes of providing students, parents, educators, and the public more straight forward, simpler summaries of outcomes and subgroup and temporal comparisons. Consideration also was given to the percentage of change in outcomes needed to be considered meaningful, and to implications for participation rate determinations should small numbers of students fail to complete required assessments. Furthermore, it was determined that an N-size of 20 would provide more stable and reliable results and instill greater confidence in performance outcomes over time. The following is a breakdown of the number of schools that would be included in the Statewide Accountability System for each subgroup based on accountable assessment data for grades three (3) through eight (8) and grade eleven (11) from the 2015-2016 school year.

Table 1. Number of accountable schools by minimum N options.

Subgroup	N = 10	N = 15	N = 20	N = 25	N = 30
American Indian/ Alaskan	1	0	0	0	0
Asian	16	7	4	3	3
Black	139	105	79	60	49
Hispanic	41	27	21	17	13
Multiple Race	106	54	38	26	14
Pacific Islands	0	0	0	0	0
White	648	645	643	641	635
English Learner	32	18	13	9	6
Economically Disadvantaged	645	637	627	614	594
Children with Disabilities	578	498	401	347	272

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Multiple stakeholders were consulted in making minimum-N determinations, and the majority supported retaining 20 as the minimum number of students for accountability purposes. Stakeholders included: legislators; teacher, principal and other school leader representatives from small and large districts; parents; advocacy groups; open public meeting attendees; and responses to general public surveys. In addition the Learning Policy Institute supports the choice of N-size at 20 as it can be defended for stability of results and reasonable statistical confidence intervals.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.²

Disclosure Avoidance: West Virginia is committed to protecting our students' and their families' privacy, even as the WVDE strives to promote transparency through the provision of information to the public. As a State that is relatively homogenous both ethnically and linguistically, West Virginia has long recognized the potentially sensitive nature of reports detailing student subgroup enrollment and performance. The principle strategies used to protect students' identities are primary and complementary suppression, which are detailed by the Institute for Education Sciences (Seastrom, 2017) as best practices for data protection. The WVDE is also exploring additional strategies, including the use of top and bottom coding to protect the extreme ends of result distributions, which may be implemented in the near future to further enhance the State's disclosure avoidance protocols.

Primary Suppression: West Virginia's public education reports do not display information for groups smaller than ten (10) students. Within the data for publicly reported student groups, cell sizes (or result categories) that represent fewer than 10 students are also suppressed.

Complementary Suppression: The WVDE applies complementary (or secondary) suppression across student groups and result categories to guard against the possibility that a viewer could use basic arithmetic to recalculate the value of a suppressed cell. Careful complementary suppression is particularly important when school- and district-level total counts will be displayed in reports. The WVDE strives to ensure that suppressed data cannot be recalculated either within the particular level of focus (i.e., at the school- or district-level alone) or through the summing of school-level information to reproduce district-level results.

Publicly available reports are reviewed prior to release by a collaborative team of WVDE staff to ensure both accuracy and adherence to data protection protocols.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

² Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

West Virginia currently uses a minimum number of 10 for purposes of publicly reporting education information, and applies the disclosure avoidance measures described above to ensure that the privacy of students and their families is preserved.

- vii. **Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):**
 - a. **Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))**
 - 1. **Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual Statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

Conceptual framework for establishing long-term goals

West Virginia has approached the process of setting long-term goals for academic achievement with the idea that improved academic performance can be an important and essential stimulant for the State's economy. According to the West Virginia Development Office, among the 100 fastest-growing occupations in West Virginia approximately 5,200 jobs will be created annually through 2020. Slightly more than half of these will be *growth* (new) jobs and the remaining *replacement* jobs (replacing someone who has left). About eighty percent (80%) of those jobs will require at least some training beyond high school, and over half will require at least a bachelor's degree.

Similarly, Work Force West Virginia reported projections for total growth and replacement job openings by occupational group from 2014 through 2024. The educational requirements needed for these jobs revealed that many of the occupational groups having the greatest potential for new job growth will require post-secondary education at the associate's, vocational associates, bachelor's, or higher degree. When looking across *all* occupational groups, not just those showing potential for new job growth, the picture suggests about forty percent (40%) will require at least a high school diploma or General Education Diploma (GED).

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.

As such, the WVDE is committed to establishing goals that are relevant to the college or career aspirations of students, and that are resonant with and familiar to parents and educators. To do so, we propose to conceptualize goals for academic achievement based on research on the Lexile

and Quantile frameworks conducted by MetaMetrics, Inc. These frameworks track student growth in literacy and quantitative reasoning over time and provide clear guidance to educators about how to support students' continued learning. Furthermore, by investigating the complexity of texts and mathematics encountered in a wide range of post-secondary endeavors, MetaMetrics, Inc. has identified target ranges, or bands, of college and career ready Lexile and Quantile scores to which students should aspire (Table 2 and Table 3). The college and career ready Lexile and Quantile bands represent interquartile ranges (i.e., the 25th percentile to the 75th percentile) of text complexities encountered and math skills needed for success in post-secondary pursuits. The bands also consistently exceed those associated with typical grade-level performance as determined by the text complexity and math difficulty identified in texts at each grade-level, and as such place more rigorous demands on educator and student performance.

Furthermore, West Virginia's General Summative Assessments (WVGSA) for English/language arts (ELA) and mathematics has been psychometrically linked to the Lexile and Quantile frameworks. As such proficiency-equivalent Lexile and Quantile values are provided. That these values fall within the college and career ready bands indicates close alignment with West Virginia's College & Career Readiness Standards (<https://wvde.state.wv.us/wvcccr/>) and corresponding performance criteria for proficiency. Note also that requirements are in place to ensure comparable linking studies are conducted on any summative assessment adopted by the state in the future.

Table 2. Lexile scores for typical grade-level performance, college and career readiness, and equated proficiency-equivalent scores

Grade	Grade-Level Band	Proficiency-Equivalent Lexile	College and Career Ready Band
3	600L to 730L	645L	520L to 820L
4	640L to 780L	790L	740L to 940L
5	730L to 850L	895L	830L to 1010L
6	860L to 920L	955L	925L to 1070L
7	880L to 960L	1085L	970L to 1120L
8	900L to 1010L	1170L	1010L to 1185L
11	1070L to 1220L	1220L	1185L to 1385L

Table 3. Quantile scores for typical grade-level performance, college and career readiness, and equated proficiency-equivalent scores

Grade	Grade-Level Band	Proficiency-Equivalent Quantile	College and Career Ready Band
3	240Q to 490Q	595Q	390Q to 680Q
4	390Q to 680Q	715Q	560Q to 810Q
5	560Q to 810Q	850Q	680Q to 890Q
6	680Q to 890Q	955Q	800Q to 950Q
7	800Q to 950Q	1010Q	840Q to 1050Q
8	840Q to 1050Q	1105Q	900Q to 1150Q
11	1100Q to 1350Q	1235Q	1220Q to 1440Q

Describing the Academic Indicator for Proficiency in section 4.iv.a below, we propose to award points to students for higher levels of academic performance in ELA and mathematics relative to grade-level, proficiency-equivalent, and college and career ready Lexile and Quantile bands, and use the cumulative number of points earned by students in a school to determine school

performance. To ensure consistency between establishing long-term goals for academic achievement and determining school academic performance, the same attribution of student performance points is used. Taking into account cumulative performance points earned by all students and each subgroup of students at baseline in 2015-2016, and the ambitious improvement necessary for many subgroups of students make significant progress in closing Statewide performance gaps in both ELA and mathematics (see Table 4 and Table 5), West Virginia will require a long-term academic performance goal of schools earning 80% of possible performance points, by the 2029-2030 school year, based on the performance of all students and for each subgroup of students.

Table 4. West Virginia baseline and projected long-term goal for English/language arts performance for all students and for each subgroup of students, 2015-2016 to 2029-2030.

Subgroup	2015-2016 Baseline	2029-2030 Long- Term Goal	Long-term Performance Gap	Interim Annual Progress
Total	60.23%	80.00%	19.77%	1.41%
White	60.68%	80.00%	19.32%	1.38%
Black or African American	50.85%	80.00%	29.15%	2.08%
Multi-Race	57.24%	80.00%	22.76%	1.63%
Hispanic or Latino	56.76%	80.00%	23.24%	1.66%
Asian	79.67%	80.00%	0.33%	0.02%
American Indian/Alaskan	55.16%	80.00%	24.84%	1.77%
Pacific Islander	66.25%	80.00%	13.75%	0.98%
Economically Disadvantaged	50.88%	80.00%	29.12%	2.08%
Children with Disabilities	33.31%	80.00%	46.69%	3.34%
English Language Learner	55.81%	80.00%	24.19%	1.73%

Table 5. West Virginia baseline and projected long-term goal for mathematics performance for all students and for each subgroup of students, 2015-2016 to 2029-2030.

Subgroup	2015-2016 Baseline	2029-2030 Long- Term Goal	Long-term Performance Gap	Interim Annual Progress
Total	53.02%	80.00%	26.98%	1.93%
White	53.43%	80.00%	26.57%	1.90%
Black or African American	43.09%	80.00%	36.91%	2.64%
Multi-Race	51.45%	80.00%	28.55%	2.04%
Hispanic or Latino	48.89%	80.00%	31.11%	2.22%
Asian	76.59%	80.00%	3.41%	0.24%
American Indian/Alaskan	50.31%	80.00%	29.69%	2.12%
Pacific Islander	62.81%	80.00%	17.19%	1.23%
Economically Disadvantaged	45.16%	80.00%	34.84%	2.49%
Children with Disabilities	33.69%	80.00%	46.31%	3.31%
English Language Learner	53.20%	80.00%	26.80%	1.91%

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

West Virginia defines the measurements of interim progress toward the long-term goals for academic achievement in increments of annual percentage point gains. Interim progress is operationalized as a linear annual trend from the baseline school year of 2015-2016 to the target

year of 2029-2030. Annual measures of interim progress for academic achievement are provided in Appendix A.

3. **Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.**

Most subgroups in West Virginia are required to make substantial improvements to achieve the specified long-term goals—long-term performance gaps across all subgroups indicate on average that 23 to 28 percentage point gains are required in ELA and mathematics, respectively. As shown in Table 4 and Table 5, and in the measure of interim progress in Appendix A, some subgroups of students will be required to achieve substantially greater annual improvements to make significant progress toward closing long-term performance gaps. Notably, students with disabilities and economically disadvantaged students consistently must make the most ambitious gains, as well as students in selected racial or ethnic groups.

- b. **Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))**
 1. **Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.**

The U.S. Department of Education recognized West Virginia in 2014-15, with a 4-year cohort graduation rates of 86.5%, as being among the top 20 States. With a sustained emphasis on improving overall graduation rates to 90% by 2020, the State continued to show improvement, posting a rate of 89.81% in the 2015-2016 school year. In that year no subgroup reported a cohort graduation rate of less than 75% on a statewide basis (Table 6).

Although the State has demonstrated substantial annual improvement in graduation rates in recent years, it is expected that improvements beyond the near-term 2020 target of 90% to be more hard-fought and incremental. Taking into account subgroups of students who are behind on the measure, and the ambitious improvement necessary for these subgroups of students to make significant progress in closing Statewide graduation rate gaps (see Table 6), the WVDE will require a long-term 4-year cohort graduation rate goal of 95% for all students and for each subgroup of students by the 2029-2030 school year.

Table 6. West Virginia baseline and projected long-term goal for 4-year cohort graduation rates for all students and for each subgroup of students, 2015-2016 to 2029-2030.

Subgroup	2015-2016 Baseline	2029-2030 Long- Term Goal	Graduation Rate Gap	Interim Annual Progress
Total	89.81%	95.0%	5.19%	0.37%
White	89.94%	95.0%	5.06%	0.36%
Black or African American	87.74%	95.0%	7.26%	0.52%
Multi-Race	84.24%	95.0%	10.76%	0.77%
Hispanic or Latino	89.04%	95.0%	5.96%	0.43%
Asian	94.97%	95.0%	0.03%	0.00%
American Indian/Alaskan	88.00%	95.0%	7.00%	0.50%
Pacific Islander	100.00%	95.0%	n/a	n/a
Economically Disadvantaged	83.57%	95.0%	11.43%	0.82%
Children with Disabilities	76.87%	95.0%	18.13%	1.30%
English Language Learner	92.66%	95.0%	2.34%	0.17%

2. **If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.**

West Virginia proposes to include the 5-year cohort graduation rate as a measure as part of the Statewide Accountability System as a means for meaningful differentiation of school performance, however, no separate long-term goals for this measure are proposed.

3. **Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.**

West Virginia defines the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate in increments of annual percentage point gains as shown in Table 6. Interim progress is operationalized as a linear annual trend from the baseline school year of 2015-2016 to the target year of 2029-2030. Annual measures of interim progress for 4-year cohort graduation rates are provided in Appendix A.

4. **Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing Statewide graduation rate gaps.**

Recognizing that some subgroups of students will be required to achieve substantially greater annual improvements to meet with the projected long-term goals, West Virginia has taken into

account the improvement necessary for these subgroups to make significant progress toward closing statewide graduation rate gaps.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

- 1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the Statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.**

English learners (EL) make up a small (<1%) and geographically dispersed subgroup in the West Virginia public school student population. As a result of their small numbers and geographic dispersion, if considered as a separate accountability indicator few schools in the state will have sufficient numbers to meet the minimum N-size of 20. Although small in number, West Virginia proposes a long-term goal for English Language Proficiency (ELP) of 80% of EL students will reach proficiency targets within six years of first receiving EL services. This timeline corresponds with national research (e.g., Hakuta, Butler, and Witt, 2000) suggesting that a period of four to seven years is required for an English learner to develop academic English proficiency.

West Virginia administers the English Language Proficiency Assessment for the 21st Century (ELPA21) to all English learners grades K-12. The assessment is aligned to West Virginia's English Language Proficiency (ELP) standards and measures proficiency of students across the four domains of listening, reading, speaking, and writing. Performance for each domain is distinguished by a five-level performance scale (1-Beginning, 2-Early Intermediate, 3-Intermediate, 4-Early Advanced, and 5-Advanced). Profiles across the four domains indicate which of three overall proficiency determinations (Emerging, Progressing, or Proficient) that a student receives. Students performing at the level 4 and 5 range are categorized as Proficient and have demonstrated English language skills required for engagement with grade-level academic content. The proficiency determination in combination with the individual domain performance provides a picture of a student's proficiency and may be utilized with other sources of student performance data to determine an appropriate level of services.

West Virginia deployed ELPA21 for the first time during the 2015-16 school year, however, the criteria for reaching proficiency described above are not aligned with nor comparable to proficiency determinations derived from legacy EL assessments. As such, long term projections about the number of years to reach proficiency across assessment transitions are of questionable reliability. Nonetheless, results from the second administration of ELPA21 in the 2016-2017 school year indicate that about 31% of EL students reached proficiency within six years (Table 7). Establishing this as baseline relative to a long-term goal of 80% by 2029-2030 reveals a substantial long-term ELP gap, requiring ambitious improvements of nearly four percentage points annually.

Table 7. West Virginia baseline and projected long-term goal for English language proficiency, 2015-2016 to 2029-2030.

Subgroup	2016-2017 Baseline	2029-2030 Long- Term Goal	ELP Gap	Interim Annual Progress
Total	33.4%	80.0%	46.6%	3.6%

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

West Virginia defines the measurements of interim progress toward the long-term goal for English language proficiency in increments of annual percentage point gains. Interim progress measures are operationalized as a linear annual trend from a baseline school year to a target year of 2029-2030.

viii. Indicators (ESEA section 1111(c)(4)(B))

- a. **Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.**

Academic Achievement Indicator: West Virginia proposes to use data from three assessments—the West Virginia General Summative Assessment (WVGSA), the Dynamic Learning Maps (DLM) assessment for students with significant intellectual disabilities, and ELPA21 for English learners, for purposes of developing an indicator of academic achievement.

The WVGSA for English/language arts (ELA) and mathematics have been psychometrically linked with the Lexile Framework for ELA and Quantile Framework for mathematics, respectively. As such, the Academic Achievement Indicator in the Statewide Accountability System will use student performance expressed in terms of college and career readiness as measured by the Lexile and Quantile scales. The Lexile and Quantile measurement scales make it possible to express both student ability and content demands on common scales. Specifically, student reading ability and text-complexity are measured by the Lexile Framework for Reading; and both student mathematical understanding and difficulty of mathematics skills and concepts are measured by the Quantile Framework for Mathematics. Using these frameworks, we will identify the percentage of all students (grades 3-8 and grade 11) in each school and separately in each accountability subgroup whose Lexile and Quantile range places them on a track commensurate with the content demands of K-12 and subsequent postsecondary college and career ready reading and mathematics targets. Furthermore, the use of these frameworks provides uniform, universal standard for student achievement status that is common across psychometrically equated assessment tools that will allow for continuity and stability within the Statewide Accountability System should the State move from one assessment to another.

Considering the grade-level bands, proficiency equivalent, and college and career ready bands for Lexile and Quantile scores as shown in Table 2 and Table 3, the following progression of academic performance points will be awarded to schools:

1. Award 0.25 points to every student with a Lexile/Quantile score below the grade-level band. Students receiving these point values perform below grade-level, are in need of assistance and supports to accomplish acceptable readiness for post-secondary success.
2. Award 0.5 point for every student with a Lexile/Quantile score within the range extending from the lower bound of the grade-level band to the proficiency-equivalent score. Students receiving these point values perform at typical grade-level, are nearing proficiency on the WVGSA, and demonstrate emerging readiness for post-secondary success.
3. Award 1.0 point for every student with a Lexile/Quantile score within the range extending from the proficiency-equivalent score to the upper-bound of the college and career ready band. Students receiving these point values are high-performing, are at or above the WVGSA proficiency cuts, and demonstrate commendable readiness for post-secondary success.
4. Award 1.25 points for every student with a Lexile/Quantile score exceeding the respective college and career ready band. Students receiving these point values are among the highest performing students, exceed the WVGSA proficiency cuts, and demonstrate distinguished levels of post-secondary readiness.

Awarding performance points in this progressive manner, coupled with a process of meaningfully differentiating school performance and identifying schools for comprehensive or targeted supports (described below), is believed to provide local education agencies (LEAs) and schools incentive to continually propagate higher levels of student performance in ways previous accountability systems used in the State have not. Furthermore, framing our approach in not only terms of proficiency, but in the context of college and career readiness, allows us to message the results of our proposed accountability system in ways that are more relevant to students, educators, parents, and communities. See Figure 1 and Figure 2 for illustrations of performance point allocations corresponding to grade level, proficiency, and college and career level Lexile and Quantile scores. Although not shown in the charts, Lexile and Quantile ranges are available for Grades one (1) and two (2) as well

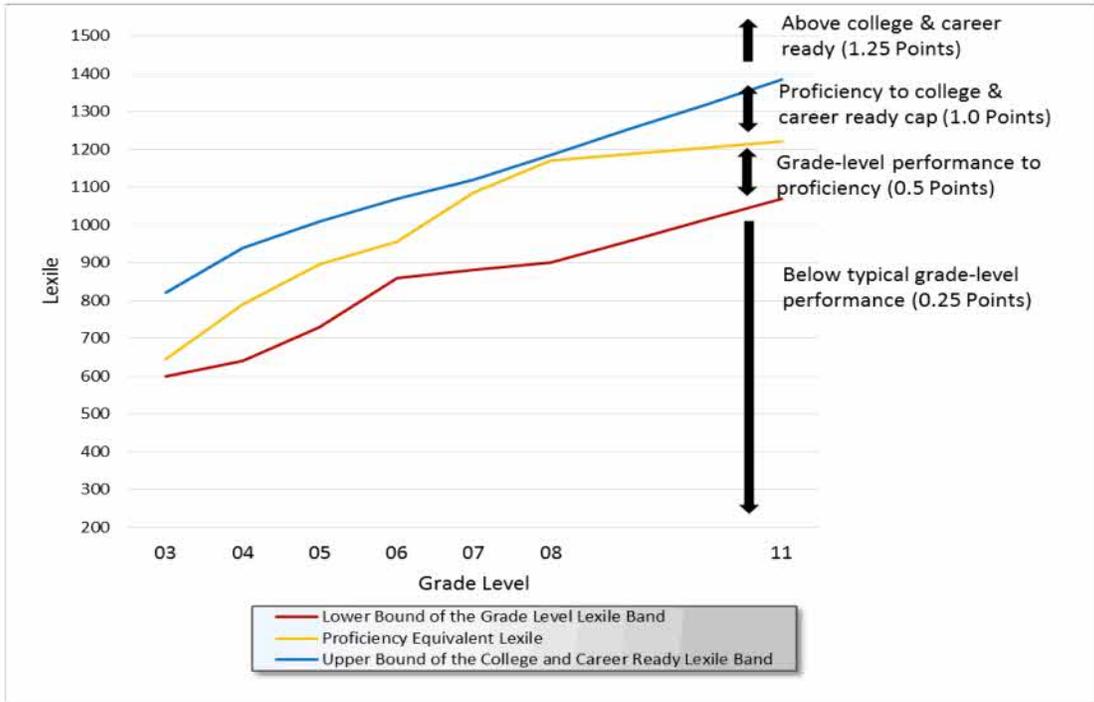


Figure 2. Proficiency point allocations corresponding to ELA scale score linked Lexile scores by grade level.

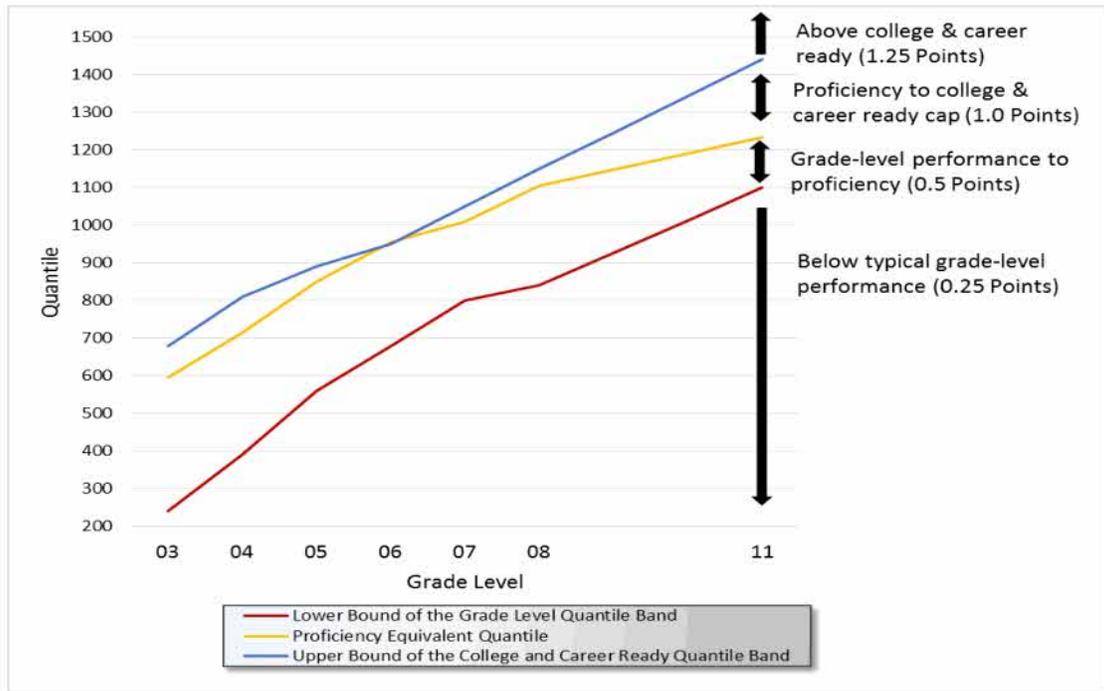


Figure 1. Proficiency point allocations corresponding to math scale score linked Quantile scores by grade level.

In West Virginia, students with significant intellectual disabilities take the Dynamic Learning Maps (DLM), the State's alternate summative assessment. With the DLM, students are provided a summative measure of academic performance relative to the alternate achievement standards in four performance level designations: *Emerging*, *Approaching the Target*, *At Target*, and *Advanced*. The DLM, however, produces no scale score equivalent for student performance that can be psychometrically linked to the Lexile or Quantile frameworks. However, to ensure that students taking the DLM are appropriately included in the proposed Academic Achievement Indicator for Proficiency, a similar performance point structure will be used:

1. Award 0.25 points to every student in the DLM performance level of *Emerging*;
2. Award 0.5 point to every student in the DLM performance level of *Approaching the Target*;
3. Award 1.0 point to every student in the DLM performance level of *At Target*, and
4. Award 1.255 points to every student in the DLM performance level of *Advanced*.

Students taking the DLM and the performance points they earn will be included in the numerator and denominator as appropriate in the calculation of the Academic Achievement Indicator.

English learners (EL) make up slightly less than one percent of the entire public school student population in West Virginia, and to some extent are dispersed in relatively small numbers among the fifty-five (55) school districts in the state. Although small in number, EL students in West Virginia tend to perform well on the statewide summative assessments. For example in 2015-2016 the EL subgroup in grades 3-8 and 11 out-performed non-EL students on the WVGSA in mathematics (35.8% proficient vs. 32.9%, respectively) and performed nearly as well in ELA (44.4% proficient vs. 48.2%, respectively). Similarly, on the ELPA21, 41% of the students in these same grades demonstrated English proficiency and became eligible for reclassification.

As a result of the comparatively small numbers and geographic dispersion of the EL population, if considered as a separate accountability indicator few schools in the state will have sufficient numbers to meet the minimum N size of 20 for inclusion in the proposed accountability system. To maximize the representation of the EL student population in the determinations of school performance, West Virginia proposes to incorporate EL student performance on ELPA21 into the academic indicator for English/language arts as follows:

1. Award 1.25 points for each EL that demonstrates proficiency in 4 of 4 ELPA21 domains.
2. Award 1.0 point for every EL that demonstrates proficiency in 3 of 4 ELPA21 domains.
3. Award 0.5 points for every EL that demonstrates proficiency in 2 of 4 ELPA21 domains.
4. Award 0.25 point for every EL that demonstrates proficiency in ≤ 1 of 4 ELPA21 domains.

That EL students may have earned points on the WVGSA ELA assessment and ELPA21 English language proficiency assessment, and points earned by these students on both assessments will be considered, they will be represented in the denominator for both assessment results in the calculation of the Academic Achievement Indicator.

Academic performance for ELA and mathematics will be calculated separately with the following inclusion criteria for each subject:

- Students with full academic year (FAY) status (annual membership days ≥ 135 days);

- Students enrolled in grades 3-8 and grade 11;
- Students with a valid assessment result on the State’s General Summative Assessment; and
- At least 20 FAY students for each subject at the school level for 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 by:

1. Multiplying the percentage of students scoring at each performance level by the point value assigned to that performance level (e.g., 0.25 points for the lowest performance level to 1.25 points for the highest performance level). Note that the percentage of students used in this calculation will represent the total number of students for which scores are available, or 95 percent of such students, whichever is greater.
2. Summing the points earned across all performance levels;
3. Dividing by 125, the maximum points possible if 100% of students accomplished the highest performance level.

- b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.**

Academic Progress Indicator for Elementary and Middle Schools: West Virginia’s second academic indicator for public elementary and middle schools will be a measure of student’s progress based on district administered benchmark assessments that have been 1) psychometrically linked with the Lexile and Quantile Frameworks for ELA and mathematics, respectively; 2) administered with sufficient rigor to ensure that valid and reliable results are guaranteed; and 3) administered to all students and each subgroup of students in grades 1 through 8. The WVDE Office of Assessment will provide guidance to LEAs on benchmark assessments with which they may meet the criteria above. In accordance with that guidance, LEAs may submit a benchmark assessment they intend to use for this measure to the WVDE Office of Assessment for review and approval, or use Interim Assessment tools provided by the WVDE through the State’s summative assessment contract. For those LEAs approved to administer a locally determined assessment, data sharing agreements will be secured between the local assessment vendor, the LEA, and the WVDE for student level assessment results to be transmitted directly from the vendor to the WVDE.

The intent of this measure of academic achievement progress for elementary and middle school students is to provide an easily understood metric for a school, LEA or the State to monitor improvement in student performance. However, educators must remember that understanding the performance of individual students requires a long-term, developmental perspective and must be tempered by additional considerations (e.g., those discussed by Williamson, Fitzgerald and Stenner, 2013, 2014). Nevertheless, there are benefits of this approach for individual students

because both criterion-referenced and normative growth contexts can be brought to bear to help students understand their progress toward various postsecondary endeavors, including further education, the military, citizenship, or specific occupations (Smith & Williamson, 2016; Smith, Holliday & Wright, 2017). Both interpretive contexts can be applied simultaneously for individual students via an electronic *Growth Planner* application (Smith, Holliday & Wright, 2017), which makes it possible to provide instructionally useful information that is directly aligned with the Academic Achievement Indicators for student growth that is grounded by locally administered assessments.

Academic achievement progress for this measure is operationalized as a categorical improvement in student performance over the course of an academic year. To make this determination, two administrations of district benchmark assessments or State-provided interim assessments, whichever an LEA is approved to use, are required: an initial administration at the beginning of each school year to establish a baseline, and a follow-up end-of-year administration by which progress may be evaluated. For grades 3 through 8, the same categorical breakdown of student performance as described in section 4.iv.a will be used:

1. Lexile/Quantile scores below the grade-level band.
2. Lexile/Quantile scores within the range extending from the lower bound of the grade-level band to the proficiency equivalent score.
3. Lexile/Quantile scores within the range extending from the proficiency equivalent score to the upper bound of the college and career ready band.
4. Lexile/Quantile scores exceeding the respective college and career ready band.

Because no summative assessment with performance levels corresponding to proficiency is available for grades 1 and 2, an alternative categorical breakdown is specified as follows:

1. Lexile/Quantile scores below the grade-level band.
2. Lexile/Quantile scores within the respective grade-level band, but below the median of the band.
3. Lexile/Quantile scores within the respective grade-level band, but at or above the median of the band.
4. Lexile/Quantile scores exceeding the respective grade-level band.

As noted above, this measure is intended to credit categorical improvement in student performance over the course of an academic year. As such, schools can be differentiated based on the percentage of students who improve by one or more performance category between the baseline and end-of-year assessment administrations, and the percentage of students demonstrating the highest level of performance (level 4) at baseline who remain at that level by end-of-year. For example, a grade 2 student who at baseline performed within grade-level but below the median, then performed within grade-level but above the median at the end-of-year assessment would have progressed by one performance category and met the progress criteria.

Because many more benchmark assessments have been psychometrically linked to the Lexile framework than to the Quantile framework, the WVDE will stagger the implementation of this measure in two phases. Mathematics student progress results are being delayed by one academic year as linking studies continue to expand benchmark assessment options for Quantiles to levels approaching the offerings for Lexiles. It will also allow the State, LEAs and vendors to perfect

the data sharing process with only one indicator during the first year of this data collection. This phased approach is believed to lead to higher quality implementation.

In the first phase beginning in 2017-2018, student progress rates for reading will be calculated with the following inclusion criteria:

- Students enrolled in grades 1-8 who meet FAY status;
- Students with valid benchmark assessment scores prior to November 1 (baseline) and after April 1 (follow-up) of each year;
- At least 20 students meeting these criteria at the school level for the all student group and each subgroup respectively.

In the second phase beginning in 2018-2019, student progress rates for mathematics will be calculated using the same criteria.

The Academic Progress Indicator in elementary and middle schools will be calculated for reading in 2017-2018 and for both reading and mathematics from 2018-2019 thereafter. The rate will be calculated for students meeting the inclusion criteria listed above by summing the number of those who progress by one or more performance categories (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. For purposes of determining the denominator for this indicator measure, an additional FAY consideration is specified whereby students enrolled in a school for at least 135 instructional days, and are present in both the second-month and end-of-year enrollments for the school are included.

Academic Achievement Progress Indicator for in High Schools: West Virginia proposes two distinct progress measures for high schools:

1. On Track to Graduation representing the percent of grade 9 and grade 10 students on track for completing requirements for high school graduation (24 credits) by the following:
 - a. Earning a total of six (6) credits in each grade 9 and grade 10 year; and
 - b. Earning at least one (1) credit each in the four primary content areas (English, mathematics, science, and social studies) in each grade 9 and grade 10 year.
2. Post-Secondary Achievement representing 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:
 - a. One or more college readiness benchmarks via the Advanced Placement (AP) or International Baccalaureate (IB) program exams;
 - b. Completion of college-credit-bearing or advanced career coursework with a grade of A, B, or C; and/or
 - c. Completion of the four (4) required courses in a West Virginia State Approved Occupational Career Technical Education program of study.

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

- All FAY grade 9th, 10th, and 12th grade students enrolled on 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 9 and 10 students meeting the inclusion criteria listed above will be calculated as follows:

1. Award 0.5 point for every grade 9 student who earned at least 6 course credits during the school year.
2. Award 0.5 point for every grade 9 who has earned at least one course credit during the school year for each of the following subject areas: English, mathematics, science and social studies.
3. Award 0.5 point for every grade 10 student who has earned at least 6 course credits during the school year.
4. Award 0.5 point for every grade 10 student who has earned at least one course credit during the school year for each of the following subject areas: English, mathematics, science and social studies.
5. Sum the total points awarded in steps 1 through 4, and divide by the total number of students represented in steps 1 through 4.

Post-Secondary Achievement for grade 12 students meeting the inclusion criteria listed above will be calculated 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 via the Advanced Placement (AP) or International Baccalaureate (IB) program exams
 - b. Completion of college-credit-bearing or advanced career coursework with a grade of A, B, or C; and/or
 - c. Completion of the four (4) required courses in a West Virginia State Approved Occupational Career Technical Education program of study.
2. Sum the total points awarded in step 1 and divide by the total number of grade 12 students.

- c. **Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).**

Graduation Rate Indicator for High Schools: The State’s Long-term Graduation Goal is to increase the State’s 4-year adjusted-cohort graduation rate to 95.0 by the 2029-2030 school year for the all student group and each subgroup of students. The State’s current 4-year adjusted-cohort graduation rate is nearly 90.0 for the all student group, but the State does have student subgroups that are well below that rate and will have significant ground to gain to reach this goal. Highlighting graduation rate as a prominent indicator in the accountability system will encourage schools and LEAs to implement strategies to improve graduation rates for all subgroups of students.

Both the certified 4-year and 5-year adjusted-cohort graduation rates will be used as measures for this indicator. For each school year, the 4-year and 5-year 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 from the previous school year are appropriately included. Because of the timing of this certification process, the graduation rate measure is lagged (i.e., the Statewide Accountability System results for the 2017-2018 school year will be calculated using finalized graduation rates from the 2016-2017 school year). This indicator will be displayed in the Accountability report card as same graduation rate reported from the October 1 Certified Data Collection from the previous fall (which is also the same rate reported to the U.S. Department of Education).

Beginning with the 9th grade cohort that enters in the 2017-2018 school year, West Virginia will be prepared to offer an alternate diploma under ESEA section 8101(23) and (25). The WVBE defines the alternate diploma in [*WVBE Policy 2419: Regulations for the Education of Students with Exceptionalities*](#) as a high school diploma designed for eligible students with disabilities who have been determined by an Individual Education Plan (IEP) Team to be unable, even with extended learning opportunities and significant instructional accommodations, to meet State and county standard graduation requirements. The State-defined alternate diploma must be standards-based, be aligned with State requirements for the regular high school diploma, and be obtained within the time period for which the State ensures the availability of a free appropriate public education (FAPE). Students who are eligible for the State-defined alternate diploma participate in the alternate assessment based on alternate academic achievement standards.

With the implementation of the alternate diploma, this will allow high schools to serve students with the most significant cognitive disabilities with comprehensive services and allow them to continue as a full-time student until they graduate or reach the age of 21 without penalty against the schools’ graduation rate. For example, this will allow any 9th grade student entering during the 2017-2018 school year under an IEP that specifies an alternate diploma to take more than four years to graduate. If they do not graduate with their original cohort (class of 2021), they will be removed from that cohort and placed in the graduating cohort for the class of 2022. This shifting process may continue until the student completes graduation requirements or turns 21.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.**

English Language Proficiency (ELP) Indicator: The West Virginia Progress in Achieving ELP Indicator will be based on the ELPA21 assessment for English learners in grades 3 through 8 and grade 11. The indicator will examine the progress students make in reaching an annual target separately across each of the four ELPA21 domains of listening, reading, speaking, and writing. As noted earlier, 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*). Profiles across all domains indicate students’ overall proficiency determinations—*Emerging*, *Progressing*, or *Proficient*, with the latter defined as students performing at level of 4 or above on all four ELPA21 domains. West Virginia has adopted this definition of ELP. Students with this level of accomplishment are categorized as proficient and have demonstrated English language skills required for engagement with grade-level academic content. Following multiple years of administering the ELPA21, and establishing a valid baseline and interim progress targets for ELP, individual student trajectories will be determined by their respective entry-level proficiency status in accordance with the following chart.

Initial ELP in Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning – 1	Level 2	Level 3	Level 3	Level 3	Proficient
Early Intermediate – 2	Level 3	Level 3	Level 3	Proficient	
Intermediate – 3	Level 3	Level 3	Proficient		
Early Advanced – 4 (Proficient)					
Advanced – 5 (Proficient)					

- e. **School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and Statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.**

Student Success Indicator(s): West Virginia’s fifth indicator will focus on Student Success Indicators. For the last decade, the WVDE has been working with LEAs and schools to focus their attention on monitoring student success in the A-B-C’s (attendance, behavior and course credits) in an effort to identify high-risk students who need additional support to succeed. This work has culminated in the implementation of a robust early warning system that is integrated with the WVDE Office of Education Information Systems statewide data warehouse. Extensive support and technical assistance has been provided Statewide to help educators learn how to utilize the system to create individualized support plans for students who are not succeeding in school with universal supports alone.

This early warning system work has influenced the State’s selection of Student Success Indicators. Because academic achievement has been well documented in the first two indicators of the Statewide Accountability System, the fifth indicator will focus on the other two success indicators, attendance and behavior.

Attendance: Attendance is a shared responsibility among the school, parents and students. West Virginia has a multi-layered approach to addressing attendance problems and chronic absenteeism through school-based culture and climate improvement, student attendance incentives/policies and parent intervention (legal action). These strategies are intended to correct chronic attendance problems that are leading to poor student performance. The State’s objective is to have each student attend school for at least ninety percent (90%) of the available instructional days within a school year; which is the inverse of chronic absenteeism (i.e., absent for 10% or more of instructional days).

Attendance is collected and certified statewide at the end of each school year through the West Virginia Education Information System (WVEIS). While attendance is collected for all students enrolled in the State’s public schools, this indicator will only include Kindergarten through 12th grade students because Pre-Kindergarten, while universally available in the State, is not a compulsory attendance grade.

Data from the 2015-2016 year demonstrate that this measure meaningfully differentiates among schools, therefore will allow for targeting improvement and support resources to the schools most in need of improvement. The 2015-2016 data summary for this measure is as follows:

2015-2016 Statewide Attendance Data Summary For the Percentage of Individual Students in Each School Attending At Least 90% of Instructional Days	
Average	83.9%
Maximum	100%
Minimum	40.5%
Median	85.1%

The Attendance Indicator will be calculated with the following inclusion criteria for all students and for each subgroup:

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

Exemptions will be made for absences resulting from out-of-school suspensions. These incidences are addressed by the Behavior indicator.

The Attendance Indicator will be calculated as follows using the student attendance record for all students meeting the criteria listed above:

1. Award 1.0 point for every student whose attendance was \geq 90% of all instructional days.
2. Divide the total points awarded in step 1 by the total number of students meeting the inclusion criteria described above for this measure.

Behavior: Behavior is also a shared responsibility among the school, parents and students. [West Virginia Board of Education \(WVBE\) Policy 2520.19: West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12](#) contains expected behavioral dispositions and standards for student success and are the foundational standards for

[WVBE Policy 2315: Comprehensive School Counseling Program](#), teacher-led advisory programs and [WVBE Policy 4373: Expected Behavior in Safe and Supportive Schools](#). These aligned policies require schools to utilize a collaborative multi-tiered approach to support the holistic development and success of each child. Policy 4373 requires schools to employ strategies to teach and support positive behaviors and create supportive school environments where all students can succeed. The policy also identifies unacceptable behaviors and appropriate consequences.

The State’s goal is to foster positive school environments where each student can attend school and receive instruction every day. While out-of-school suspension is still an option within the consequences outlined in the policy, the State is promoting the use of alternative consequences in an effort to maximize student access to instruction. Therefore, the behavior measure that will be included in the Statewide Accountability System is the percent of students in each school that received zero out-of-school suspensions within a school year. Operationalized in this manner is believed to provide LEAs and schools incentive to develop alternative, non-exclusionary approaches to discipline that keep students engaged in instruction.

Behavior data are collected and certified statewide at the end of each school year through the West Virginia Education Information System (WVEIS). This indicator will include Pre-Kindergarten through 12th grade students.

The distribution of data from the 2015-2016 year demonstrate that this measure will meaningfully differentiate schools, and will allow for targeting improvement and support resources to the schools most in need of improvement. The 2015-2016 data summary for this measure is as follows:

2015-2016 Statewide Behavior Data Summary	
For the Percentage of Students in Each School With Zero Out-of-School Suspensions	
Average	93.6%
Maximum	99.8%
Minimum	68.78%
Median	95.22%

The Behavior Indicator will be calculated with the following criteria for all students and for each subgroup:

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

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

The Behavior Indicator will be calculated as follows using the student behavior record for all students meeting the criteria listed above:

1. Award 1.0 point for every student who has received 0 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.

ix. **Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))**

- a. **Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each State must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.**

West Virginia will use a straight-forward decision-making matrix for purposes of annual meaningful differentiation of schools based on performance on all relevant indicator measures in the State’s accountability system. Instead of developing an overall summative score to determine school performance, West Virginia’s approach to differentiation is intended to identify areas of strength and/or challenges across the span of indicator measures relevant to each school programmatic level (Table 8). School programmatic levels (i.e., elementary, middle, or high schools) are determined by the highest grade level of accountability in a school. 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.

Table 8. Accountability indicators and measures by school programmatic level.

Level	Indicator	Measure
Elementary and Middle Schools	Academic Achievement Indicator	ELA Performance
		Math Performance
	Other Academic Indicator	ELA Progress
		Math Progress
English Language Proficiency (ELP) Indicator	English Language Proficiency Progress	
High Schools	Academic Achievement Indicator	ELA Performance
		Math Performance
	Other Academic Indicator	On-Track to Graduation
		Post-Secondary Achievement
	Graduation Rate Indicator	4-Year Cohort Graduation Rate
5-Year Cohort Graduation Rate		
English Language Proficiency (ELP) Indicator	English Language Proficiency Progress	
School Quality/Student Success Indicator	Attendance	
	Behavior	

Four color-coded performance level classifications were developed for purposes of differentiating school performance on each indicator measure (Table 9). The performance level cuts 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 the long-term goals specified section 4.vii in the context of levels of performance needed to meet annual measures of interim progress. The rationale for performance level cuts for each accountability indicator follow:

Indicator 1—Academic Achievement. West Virginia proposes to award performance points to students in a progressive manner corresponding to grade level, proficiency, and college and career readiness test score bands. School performance is then determined by the cumulative points earned by students in the school expressed as a percentage total points possible. West Virginia also proposes as a long-term goal that the performance points earned by schools be at least 80% of the 125 maximum possible points. Under the premise that rigorous performance level cuts will drive academic achievement toward that goal, 100 to 125 points earned is considered *distinguished* performance, 81.25 to 100 points earned represents *accomplished* performance, 62.5 to 81.25 points earned represents *emerging* performance, and less than 62.5 points earned reflects *unsatisfactory* performance.

Indicator 2—Academic Progress. This indicator is comprised of multiple measures, the first of which is based academic progress made by elementary and middle school students on district administered benchmark assessments. To date, the process for systematically collecting these data from LEAs is under development, and as such no data are available upon which base performance level cuts. West Virginia reserves the right to set rigorous performance level cuts for this measure once data are available.

Two high school level measures under this indicator relate to students on track to graduation and post-secondary achievement. Separate performance level cuts were established for these measures as the characteristics of student performance on the measures differed substantially. For the on-track to graduation measure, schools where 95% or more of grade 9 and 10 students have met the credit earned criteria are considered *distinguished*, schools at 90% to 95% are *accomplished*, 80% to 90% are *emerging*, and less than 80% are *unsatisfactory*. For the measure relating to post-secondary achievement by grade 12 students, schools where 80% or more of students have met the measure criteria are considered *distinguished*, schools at 65% to 80% are *accomplished*, 50% to 65% are *emerging*, and less than 50% are *unsatisfactory*.

Indicator 3—Graduation. West Virginia has demonstrated substantial improvement in graduation rates in recent years such that the statewide 4-year cohort graduation rate is near 90%. Taking into account the state's high level of performance on this indicator, a long-term goal of 95% is proposed. To encourage ongoing improvements, as with the behavior and attendance measures, we establish that schools with rates of 95% or better be recognized as *distinguished*, rates of 90% to 95% as *accomplished*, rates of 80% to 90% as *emerging*, and those with rates less than 80% as *unsatisfactory*. These performance levels are proposed for both the 4-year and 5-year graduation rates.

Table 9. Accountability measure performance level definitions.

	First Academic Indicator: Performance Points Earned in ELA and Math	Second Academic Indicator for Elementary/ Middle Schools: Percent Progress on Benchmark Assessments ELA and Math	Second Academic Indicator for High Schools		4-Year and 5-Year Graduation Rate: Percent of Students Graduating	Attendance: Percent of Students Attending 90% or more Instructional Days	Behavior: Percent of Students with No Out-of-School Suspensions
			On-Track to Graduation: Percent of Students Meeting Credit Earned Criteria	Post-Secondary Achievement: Percent of Students Meeting Achievement Criteria			
Distinguished performance indicates that a school's performance on a particular indicator is above the expected level of performance set by the State.	100 to 125 Points (80 to 100% of Points)	To be established once data are available	95 to 100%	80 to 100%	95 to 100%	95 to 100%	95 to 100%
Accomplished performance indicates that a school's performance on a particular indicator is within the range of expected performance set by the State.	81.25 to 100 Points (65 to 80% of Points)	To be established once data are available	90 to 95%	65 to 80%	90 to 95%	90 to 95%	90 to 95%
Emerging performance indicates that a school's performance on a particular indicator is not yet at the expected range of performance set by the State.	62.5 to 81.25 Points (50 to 65% of Points)	To be established once data are available	80 to 90%	50 to 65%	80 to 90%	80 to 90%	80 to 90%
Unsatisfactory performance indicates that a school's performance on a particular indicator is substantially below the expected level of performance set by the State.	< 62.5 Points (< 50% of Points)	To be established once data are available	< 80%	< 50%)	< 80%	< 80%	< 80%

Indicator 4—English Language Proficiency. As noted earlier, English learners make up a small and geographically dispersed subgroup in the West Virginia public school student population. As a result of their small numbers and geographic dispersion, if considered as a separate accountability indicator few schools in the state will have sufficient numbers to meet the minimum N size of 20. No performance cuts are proposed for ELP at this time because we propose to incorporate EL student performance on ELPA21 into the academic indicator for English/language arts to ensure their representation in the accountability system, and for long-term goals for ELP to be validated after multiple years of ELPA21 administration.

Indicator 5—Student Success. Multi-tiered systems of support models for attendance and behavior assert that about 5% of students are at relatively high levels of risk for negative outcomes, about 10% to 15% of students are at moderate risk, and about 80% face minimal risk. Adapting these models, and applying them to school performance from an inverse, or asset-based, perspective, we propose that schools where 95% of students have met the criteria for the behavior and attendance measures (i.e., no out-of-school suspensions or are in attendance for 90% or more of instructional days) are considered *distinguished*, 90% to 95% are *accomplished*, 80% to 90% are *emerging*, and less than 80% are *unsatisfactory*.

School performance determinations will first be made in 2018-2019 based on the distributions of schools on each of the relevant accountability indicator measures and the performance level cuts described above. As a further means of monitoring and reporting school performance relative to established long-term goals and measures of interim progress for ELA and math proficiency, 4-year cohort graduation rate, and once determined, progress on English learner proficiency, an additional feature is included in the school performance decision-making matrix. Indicator measures on which schools have accomplished adequate improvements relative to a trajectory of interim progress will be indicated by a “✓” in the decision matrix; otherwise they will be identified as having fallen short of expected progress by an “X.” Application of the proposed approach for an example set of elementary/middle schools and for high schools is shown below.

Local education agencies (LEAs) will be notified of schools identified as failing to meet annual measures of interim progress on ELA and math proficiency, 4-year cohort graduation rate, or progress on English learner proficiency, and will be required to build the capacity of those schools to improve, and to monitor their progress. Schools failing to meet annual measures of interim progress in two consecutive years will be required by the SEA to incorporate specific action steps for improvement in their annual strategic plans.

Elementary/ Middle Schools	Academic Achievement		Academic Progress		English Language Proficiency	Student Success	
	ELA Performance	Math Performance	Elem/Middle School Lexile Progress	Elem/Middle School Quantile Progress	English Language Proficiency	Attendance	Behavior
Elementary A	✓	✓			X		
Elementary B	X	X			X		
Elementary C	X	✓			✓		
Middle A	✓	✓			X		
Middle B	X	X			✓		

High Schools	Academic Achievement		Academic Progress		Graduation Rate		English Language Proficiency	Student Success	
	ELA Performance	Math Performance	On-Track to Graduation	Post-Secondary Achievement	4 Year Cohort Grad Rate	5-Year Cohort Grad Rate	English Language Proficiency	Attendance	Behavior
High A	✓	✓			X		X		
High B	✓	X			✓		X		
High C	✓	X			X		✓		
High D	✓	✓			✓		X		

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

As described in our approach to meaningfully differentiate schools, each school’s performance is based on the cumulative performance determination across all indicator measures, with the set of academic indicators carrying much greater weight for identification purposes as required by ESSA. As such, each indicator measure contributes to schools’ overall performance determination.

In the case of elementary and middle schools, performance is based on seven measures corresponding to four accountability indicators—each contributing approximately 14% of the overall determinations (Table 10). Indicators with multiple measures contribute to overall

performance in proportion to the number of measures that comprise the indicator (e.g. the Academic Achievement Indicator with ELA and math performance measures makes twice the contribution of English Language Proficiency). In total, the Academic Achievement, Academic Progress (other academic), and English Language Proficiency indicators in aggregate contribute much greater weight than the Student Success (school quality or student success) indicator (approximately 71% vs. 29%). Similarly in high schools, performance is based on nine measures corresponding to four accountability indicators—each contributing approximately 11% (Table 11). The Academic Achievement, Academic Progress, Graduation Rate, and English Language Proficiency indicators in aggregate contribute much greater weight than the Student Success indicator (approximately 78% vs. 22%).

Table 10. Accountability indicators, measure, and weighting for Elementary and Middle Schools.

Indicator	Measure	Relative Weight
Academic Achievement	ELA Performance Math Performance	71%
Academic Progress	ELA Progress Math Progress	
English Language Proficiency (ELP)	English Language Proficiency Progress	
Student Success	Attendance Behavior	29%

Table 11. Accountability indicators, measure, and weighting for High Schools.

Indicator	Measure	Relative Weight
Academic Achievement	ELA Performance Math Performance	78%
Academic Progress	On-Track to Graduation Post-Secondary Achievement	
Graduation Rate	4-Year Cohort Graduation Rate 5-Year Cohort Graduation Rate	
English Language Proficiency (ELP)	English Language Proficiency Progress	
Student Success	Attendance Behavior	22%

- c. **If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.**

An alternate methodology will be used for annual meaningful differentiation of schools for which the grade configuration precludes the application of all accountability indicators as

described above (i.e., K-1 and K-2 schools). For these schools, data for the Academic Progress, English Language Proficiency, and Student Success indicator measures will be available for making accountability determinations using the same methodology as for all other public schools. For these schools, however, the relative weights will differ whereby the Academic Progress and English Language Proficiency measures will in aggregate account for 60% of the overall determination, and the Student Success indicator measures will account for the remaining 40%.

vi. **Identification of Schools** (*ESEA section 1111(c)(4)(D)*)

1. **Comprehensive Support and Improvement Schools**. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

West Virginia proposes a multi-round process for identifying not less than the lowest-performing five percent (5%) of all Title I schools in the State for comprehensive support and improvement (CSI). Using the school performance determinations derived from the decision-making matrices as applied to all accountability indicator measures as described above, the following steps will be followed.

- Step 1. Starting in the 2018-2019 school year, identify for comprehensive support and improvement all Title I schools that demonstrate *Unsatisfactory* performance on all accountability indicator measures based on results from 2017-2018. These schools perform in the lowest performance level across all applicable measures. If the schools identified in this step account for five percent (5%) of Title I schools, the identification process is terminated. If not, proceed to Step 2.
- Step 2. Identify for comprehensive support and improvement all Title I schools that demonstrate *Unsatisfactory* performance on each of the first and second academic indicator measures (i.e., Academic Achievement and Academic Progress) and the English Language Proficiency indicator measures; and demonstrate *Unsatisfactory* or *Emerging* performance on the Student Success indicator measures. These schools perform in the lowest performance level on all indicator measures that in aggregate are to account for much greater weight than the Student Success indicator measures. If schools identified in Step 1 and Step 2 account for 5% of Title I schools, the identification process is terminated. If not, proceed to Step 3.
- Step 3. Identify for comprehensive support and improvement all Title I schools that demonstrate *Unsatisfactory* performance on each of the first and second academic indicator measures (i.e., Academic Achievement and Academic Progress) and the EL Progress indicator measures. No performance requirements on the Student Success indicator measures are specified. These schools perform in the lowest performance levels on all indicator measures that in aggregate are to account for much greater weight than the Student Success indicator measures, however may be showing higher levels of performance on the latter.

No further steps are anticipated for the identification of the required number of schools for comprehensive support and improvement. Should the three-step process described above fail to account for 5% of Title I schools, identification will be determined on the basis of the lowest actual rates on all indicator measures.

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.**

During the past two school years (2014-2015 and 2015-2016) in West Virginia, there have been no occasions when the 4-year cohort graduation rate for students in any subgroup fell below 67% on a statewide basis. There are, however, high schools for which one third or more of students fail to graduate on time and are in need of improvement. As such, beginning in the 2018-2019 school year, we propose to identify for comprehensive support and improvement any high school for which the 4-year cohort graduation rate falls below 67% for all students. Because of the lagged nature for cohort certifications (i.e., October of the following school year), schools identified in 2018-2019 will be on the basis of the 4-year cohort graduation rate from the 2016-2017 school year.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the Statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.**

Any Title I school having previously been identified for additional targeted support in accordance with the methodology described below, that after three years of receiving that support has not satisfied the relevant State-specified exit criteria, will be identified for continued support under the provisions described for comprehensive support and improvement schools. Schools identified by this process will first be identified in the 2021-2022 academic year.

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.**

West Virginia will first identify schools for comprehensive support and improvement in the 2018-2019 school year, and once every three years thereafter as follows:

Identification cycle	School Year
1	2018-2019
2	2021-2022
3	2024-2025
4	2027-2028
5	2030-2031
Proceeding thereafter	Proceeding thereafter

- e. **Targeted Support and Improvement.** Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the Statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Consistent underperformance is defined in the context of the State’s methodology for annual meaningful differentiation as *Unsatisfactory* performance on all accountability measures for three consecutive academic years. For purposes of identifying schools for targeted support and improvement, any school, not already having been identified for comprehensive support and improvement, for which one or more subgroups of students demonstrates *Unsatisfactory* performance on all accountability measures for three consecutive academic years is identified annually.

- f. **Additional Targeted Support.** Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Starting in 2018-2019 school year, and proceeding once every three years thereafter, the identification of schools for additional targeted support will follow the same sequence of steps as described above for the identification of schools for comprehensive support and improvement. The scope, however, will be limited to:

1. Title I schools not previously identified for comprehensive or targeted support and improvement;
2. Non-Title I schools not previously identified for targeted support and improvement; and
3. Any individual subgroup of students, on its own, in a single academic year.

- g. **Additional Statewide Categories of Schools.** If the State chooses, at its discretion, to include additional Statewide categories of schools, describe those categories

West Virginia will not identify additional categories of schools.

vii. Annual Measurement of Achievement (ESEA section 1111(c)(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in Statewide mathematics and reading/language arts assessments into the Statewide accountability system.

In accordance with the ESSA requirement that at least ninety-five percent (95%) of students are included in the determination of academic proficiency calculations, participation rates are included in determining school performance on the academic indicator measures for ELA and mathematics. The calculation will be carried out for each content area separately based on the respective content area participation rates. As noted in the specification of the academic indicator measures, the determination will be based on the performance of students with full academic year (FAY) status. In the calculation, the numerator will represent the sum of achievement points earned by FAY students. The denominator will represent 95% of FAY students enrolled, or the number of FAY students assessed, whichever is greater.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the Statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

A school identified as a Comprehensive Support and Improvement School may exit this status after three years if the following exit criteria are met:

1. The school's performance is no longer within the range of newly identified Comprehensive Support and Improvement Schools based on the decision rules described above in the State's School Identification process;
2. The school's Accountability results show improvement (three-year average) in the indicator(s) that led to the school's identification; and
3. The LEA and school submit written assurances (to be monitored by the SEA) within their ESEA Consolidated Application committing to:
 - a. Continue school improvement efforts as evidenced by continued improvement in the indicators within the Statewide Accountability System;
 - b. Maintain the leadership structure at the LEA and school level that has facilitated successful implementation of school improvement strategies;
 - c. Continue to utilize data from the Educator Evaluation System and assessment data to outline and secure professional development opportunities that meet the professional growth needs of teachers and principals;
 - d. Maintain audit structures that promote equitable resource allocations to continue successful implementation of school improvement strategies; and
 - e. Continue to partner with community agencies and families to support successful implementation of school improvement strategies.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the Statewide exit criteria, established by the State, for schools receiving additional

targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

A school identified for Additional Targeted Support may exit this status after three years if the following exit criteria are met:

1. The school's performance is no longer within the range of newly identified Comprehensive Support and Improvement Schools based on the decision rules described above in the State's School Identification process;
2. The school's Accountability results for subgroups show improvement in the indicator(s) that led to the school's identification; and
3. The LEA and school submit written assurances (to be monitored by the SEA) within their ESEA Consolidated Application committing to:
 - a. Continue school improvement efforts as evidenced by continued improvement in the indicators for subgroups within the Statewide Accountability System;
 - b. Maintain the leadership structure at the LEA and school level that has facilitated successful implementation of school improvement strategies;
 - c. Continue to utilize data from the Educator Evaluation System and assessment data to outline and secure professional development opportunities that meet the professional growth needs of teachers and principals especially in topics related to subgroup performance;
 - d. Maintain audit structures that promote equitable resource allocations to continue successful implementation of school improvement strategies; and
 - e. Continue to partner with community agencies and families to support successful implementation of school improvement strategies.

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Schools receiving the designation of Comprehensive Support and Improvement (CSI) schools that do not satisfy the exit criteria after three years will be required to enter into a more rigorous plan of action as determined by their LEA and the State. This plan will include a review of the district and school annual strategic plan including needs analysis, professional development offered to improve learner outcomes, school leadership teams and schedules, and data practices utilized to ensure all students are provided the opportunity to achieve. Additional targeted goals, performance measures, strategies and action steps will be developed to address the areas of continued deficiency. These additional areas will be integrated into the strategic plan.

In addition to the review of the district and school strategic plan, the State will complete an accreditation and diagnostic review using the Standards for High Quality Schools as a guide. This analysis will include a review of blended funding streams and how they are supporting the needs of all learners and educators working within the identified schools. Based on the results of this comprehensive review, additions may be required to the LEA and/or school strategic plans to address resources and technical assistance needs identified through the State's accreditation and diagnostic review. The additional technical assistance will include the use of statistical

neighbors and network schools to enable the sharing of best practices. Teacher and Leader Academies will be explored to assist in the development of the statistical neighbors and network school implementation. Both the statistical neighbors and the Teacher and Leader Academies are described in detail in the section labeled **e. Technical Assistance**.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.**

The WVDE will address any identified inequities in resources by supporting LEAs with identified CSI schools through the process of blending funds across existing resources. This will be accomplished through addressing priorities illuminated in the needs assessment process tied directly to the Strategic Plan. This plan provides schools and districts with the opportunity to tie funding sources directly to goals and their components as well as professional development needs in the West Virginia Support for Improving Professional Practice (WVSIPP) plan. This will be accomplished utilizing the West Virginia Department of Education-Grants and Planning System (WVDE-GPS) ESEA Consolidated Application, the WVSSIP and other included funding applications. The WVDE-GPS allows schools and LEAs to connect Strategic Plan strategies with a variety of funding application budgets through the creation of Plan Component Relationships. The WVDE Office of Federal Programs and Office of Leadership and Continuous Improvement will be monitoring the resource allocation of LEAs with CSI and TSI schools very closely through the WVDE-GPS annual review process and providing input for improvement prior to approving funding applications. Further examination of the required components within the WVSIPP will assist the LEA and school in developing a support plan that addresses the individual school level needs as it relates to instruction, learning and the learning environment.

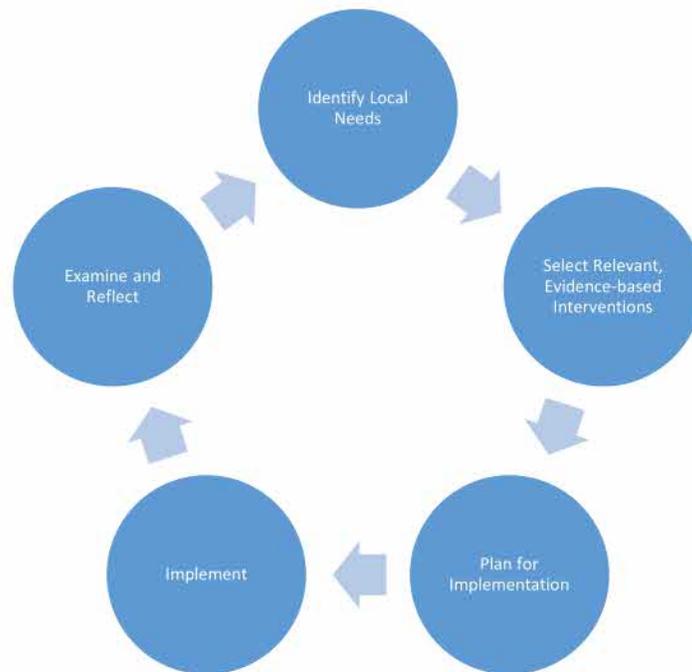
The WVDE will address access to effective educators in identified schools to ensure students in those schools are not being served by a higher percentage of inexperienced or ineffective teachers. (See section 5 below) The WVDE will support LEAs in collecting data as part of a comprehensive needs assessment required within the Strategic Plan. This needs assessment will include the number of teachers and progressions they represent within the Educator Evaluation System. Further examination of professional development offerings in identified schools will assist the LEA and school in identifying relationships of professional development and support offered versus need as illuminated in standards one, two, and three within the Educator Evaluation System.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.**

West Virginia articulates its expectations for schools through [*WVBE Policy 2322: Standards for High-Quality Schools*](#), which outlines expected standards and functions for schools and school systems. These seven standards have been the hallmark of the State System of Support to improve performance of the State's Priority schools as identified under ESEA Flexibility. The

WVDE will continue to utilize these standards to build LEA capacity to support their Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools. The fact that these standards have been codified in WVBE Policy creates a consistent framework for all LEAs and allows the resources and supports from the WVDE to be uniform for all LEAs.

For the past decade, the WVDE has utilized the framework of the Standards for High-Quality Schools and a school improvement process based on the research of Project ASSIST at the University of Missouri-Columbia, the Education Alliance at Brown University, and the Center on Innovation and Improvement. This model has produced improved results in the Title I, Part A, 1003(g) School Improvement Grant (SIG) schools and the ESEA Flexibility Priority schools. However, moving forward this model will be adapted to reflect the U.S. Department of Education promoted Cycle of Continuous Improvement (depicted below) because it includes focused consideration of evidenced-based interventions. Including this as part of the cycle of continuous improvement in an intentional way provides LEAs with an understanding of the importance around using relevant, evidence-based interventions to bring about rapid change to identified schools. This adapted framework will support LEAs in building capacity to work with their identified CSI and TSI schools to select and implement interventions that have the highest probability of improving student achievement.



Comprehensive Support and Improvement (CSI) School Technical Assistance: The WVDE’s Office of Leadership and Continuous Improvement will provide sustained support for all LEAs that have identified CSI schools. This office supported districts and schools in the implementation of the turnaround principles with SIG and Priority schools. The office employs school improvement coordinators serving as leads for the diagnostic process and as liaisons to LEAs providing mentorship and support to county leadership teams. The school improvement

coordinators will consult with LEA school improvement staff and provide technical assistance to support school leadership teams around the West Virginia Standards for High-Quality Schools, targeting areas identified through the West Virginia Accountability System and implementation of best practice.

As part of the data-driven planning process, schools may conduct the West Virginia Safe and Supportive Schools Survey which is a package of three interrelated surveys: 1) *Student* (separate versions for elementary students and for middle/high students); 2) *School Staff*; and 3) *Parent/Caregiver*. These surveys are conducted online and provide critical information about the learning and teaching environment, the health and well-being of students, and supports for parents, school staff, and students. The WVDE also makes every effort to provide schools reports of their survey results in as short a time as possible after the close of each survey window. The technical assistance is further explained in the tables below.

Timeline	Process/Activities
Preparations for Implementation School Year 2018-2019	<p>Diagnose and begin building structures:</p> <ul style="list-style-type: none"> • State School Improvement Coordinator (SIC) assigned to assist in improvement process with LEAs. • Diagnostic visit led by the Office of Leadership and Continuous Improvement based on HQ Standards. • Culture survey and principal effectiveness audit. • Diagnostic Report completed and shared with LEA and school staff by November 2018. • LEA assigns local SIC. • LEA Administrative Team with LEA SIC develops expectations and clarifies roles with SEA SIC. • School Leadership Team (SLT) established with schedule and protocols. • Strategic Plan revised to address findings and recommendations from diagnostic visit. • Technical assistance and available resources explained to LEA SIC and SLT. <p>Build Structures that facilitate school improvement:</p> <ul style="list-style-type: none"> • LEA and State SIC meet with LEA administrative team monthly to share and monitor progress. • LEA and State SIC begin reporting process to be completed at end of each year of identification. • Educator Evaluation System used to monitor teacher and principal effectiveness and make necessary adjustments throughout the year. • SLT monitors Strategic Plan implementation and progress. • LEA and State SIC coordinates instructional improvement efforts with WVDE Division of Teaching and Learning and WVDE Division of Career Technical Education. • LEA and State SIC completes a culture typology with school staff prior to end of year.

The LEAs with identified CSI schools will receive technical assistance from the SEA to implement improvement strategies in those CSI schools for a period of four years. The planning and diagnostic process (based on the Standards for High-Quality Schools) will occur at the beginning of the first year of identification; years two and three will be a continued support process. For CSI schools that exit after three years, a fourth year of technical assistance will be

provided with a focus on sustainability. The four year timeline for supporting and monitoring activities ensures that West Virginia’s CSI schools will implement researched-based interventions. The first cohort of CSI schools will begin the process at the beginning of the 2018-2019 school year with a root cause analysis and diagnostic process.

The WVDE School Improvement Framework is described below within a four-year timeline. In response to ESSA requirements and the Standards for High-Quality Schools, the proposed model includes a more involved approach to aiding LEAs through their continuous improvement processes and capacity building within their CSI schools. The model also provides LEAs with increasing accountability measures throughout the four-year period with WVDE staff monitoring and documenting the implementation of improvement processes and activities through an annual report that will be provided to both the local and State boards of education.

Timeline	Process/Activities
Implementation Years 2 & 3 School Years 2019-2020 & 2020-2021	<p>Facilitate school improvement:</p> <ul style="list-style-type: none"> • LEA and State SIC meet with LEA administrative team monthly to share and monitor progress. • LEA and State SIC collaborate with identified schools to meet reporting requirements. • Educator Evaluation System used to monitor teacher and principal effectiveness and make necessary adjustments throughout the year. • SLT monitors Strategic Plan development including an organizational learning goal, implementation, and progress. • LEA/SIC/SLT develop a plan for professional learning to address instructional deficiencies and educator and principal effectiveness. • SLT strengthens instructional deficiencies. • LEA and State SIC coordinates instructional improvement efforts with WVDE Division of Teaching and Learning and WVDE Division of Career and Technical Education. • SLT builds capacity in High-Quality Standards across the school. • LEA/SIC/SLT completes a culture and leadership survey at end of the year.

Timeline	Process/Activities
Sustainability School Year 2021-2022	<p>Facilitate Sustainability Activities:</p> <ul style="list-style-type: none"> • LEA and State SIC meet with LEA administrative team prior to beginning of school year to determine governance and accountability moving forward. • Assurances document signed between LEA and SEA for continuous improvement. • LEA and State SIC meet with LEA administrative team monthly to monitor and share progress. • LEA and State SIC prepare progress reports for local board, WVBE and state/federal reporting requirements.

In addition, the WVDE will organize school networks around each of the Statewide Accountability System indicators with a specific focus on providing LEAs with evidence-based interventions and teacher and leader professional development academies that improve their

practice and delivery of such interventions. These networks will be organized to provide all schools the opportunity to participate and demonstrate best practice models while receiving support in areas of concern in the Accountability System. During the 2017-2018 school year, WVDE will be developing a comprehensive system of monitoring and technical support that is driven through a process of collecting data elements and performing predictive analytics to identify school and LEAs performance levels related to areas of strengths and weaknesses for program compliance. Implementation of the new monitoring system will begin with the 2018-2019 school year. The system will examine a variety of indicators that will be disaggregated by subgroup performance when applicable. Collectively, the system will allow the WVDE to identify LEAs and schools with statistically significant high performance in specific areas and match them as statistical neighbors to demographically similar LEAs and schools that are struggling in those same specific areas. Components of the comprehensive monitoring approach and the associated technical assistance that will be implemented by the WVDE include the following:

- **WVDE Grants & Planning System (GPS):** The WVDE-GPS serves as the comprehensive strategic planning tool and ESEA Consolidated Application for the State. Identified CSI and TSI schools will be required to complete the annual strategic plan that identifies specific performance measures, strategies, action steps and progress notes for school improvement. The activities defined within the strategic plan must correspond to the comprehensive needs assessment conducted by the school and LEA that drives the development of the overall strategic planning goals. The State utilizes the WVDE-GPS to monitor the implementation of strategic plan goals to drive continuous improvement. Funds are issued only when a submitted plan is approved; the GPS enables the State to have meaningful or targeted conversations with a recipient in order to ensure that progress is occurring.
- **West Virginia Statewide Accountability System and Educator Evaluation System Dashboards:** The WVDE and LEAs utilize data maintained within the WVEIS to examine program effectiveness and the individual progress of CSI and TSI schools in reference to multiple indicators. In addition to providing important demographic data, the Accountability and Educator Evaluation dashboards provide other unique data that enables educators to review individual student progress in order to make informed and personalized decisions regarding student achievement.
- **Targeted LEA Assistance:** Through monitoring of approved plans from the WVDE-GPS, the WVDE will provide individualized targeted technical assistance to LEAs needing additional support in the multiple indicators of the Statewide Accountability and Educator Evaluation dashboards. Such assistance is inclusive of site-visits, targeted professional learning opportunities, resource alignment, and increased monitoring.

The WVDE will apply predictive analytics to the data collected in the monitoring system to identify statistical neighbors. Statistical neighbors are schools which are partnered by their like demographics. This concept pairs schools demonstrating strengths in student success with a partner school that is demonstrating weakness in student success so they can share strategies and experience to promote improvement. The CSI schools that meet exit criteria at the end of three years may be selected to share best practices to newly identified CSI schools and CSI schools that have not met exit criteria through the statistical neighbor network.

Targeted Support and Improvement School Technical Assistance: The WVDE will make all school improvement processes and resources available to all of the State's fifty-five (55) LEAs. This means that LEA administrators responsible for school improvement efforts will be invited to participate in the statistical neighbor process and the creation of school networks organized around the specific indicators of the Statewide Accountability System. These networks will conduct action research projects related to evidence-based interventions that are proven to improve student achievement in specific indicators as well as with specific subgroups of students. The subgroup-focused interventions will benefit the CSI schools as well as the TSI schools.

All Divisions with the WVDE will collaborate in the design and delivery of support for these school networks based on the specific expertise and resources that each Division has to contribute. Specific supports will include:

- Teacher Academies to improve instruction design/delivery. Topics may include but not be limited to specific content/subject knowledge, data analysis, instructional coaching, co-teaching, professional learning teams, specific intervention models, and subgroup intervention models.
- Principal Academies to improve school leadership. Topics may include but not be limited to climate and high expectations for success, safe and orderly environment, instructional leadership, clear and focused mission, opportunity to learn and time on task, frequent monitoring of student progress, and family and community engagement.
- LEA Administrator Collaboratives will share district capacity building expertise among all of the State's 55 LEAs. Topic may include but not be limited to specific content/subject interventions, data analysis, mentoring school leaders, blending funding and other program resources for school improvement and educator quality issues.

All opportunities will be made available to all 55 LEAs but each LEA will have local control over what offerings best meet the needs of the district and their TSI schools.

Use of Title I, Part A, 1003(a) School Improvement Funds: The WVDE will consult with the WVDE Leadership Cabinet, the State Superintendent's LEA Superintendent Advisory Committee and LEA Federal Program Directors annually to determine the proportions of each year's Title I, Part A 1003(a) School Improvement allocation that will go to each of the following grant programs:

- Grants to LEAs for individual CSI schools;
- Grants to LEAs for individual TSI schools; and
- Grants to LEAs that serve high numbers of CSI and/or TSI schools

Beginning in the 2018-2019 school year, the grants will be allocated on a formula basis using rules developed annually through consultation between the WVDE and the above mentioned constituents. Amounts and funding priorities will be adjusted based on annual improvement data and changes in identification of CSI and TSI schools. Once annual allocations are determined, LEAs will apply for this funding using the WVDE-GPS systems ESEA Consolidated ESEA Application that will allow the CSI and TSI schools to link the improvement goals, strategies and action steps directly to the application for this funding. The WVDE will then be able to monitor

the progress of these schools in reaching their Strategic Plan goals and in compliant utilization of the funds.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.**

If, after three years of support from the WVDE, an LEA still has a significant number of CSI schools that have not met exit criteria, the WVDE will do the following:

- Meet with LEA Superintendent to reflect on the three year improvement process and identify barriers to improvement and a course of action and accelerated timeline for intensified action to address the barriers.
- Revisit the Diagnostic Review that was completed after the LEA's schools were initially identified as CSI schools and determine if recommended improvement strategies were implemented with fidelity and what improvements have been achieved. Update recommendations accordingly and if conditions necessitate, complete another Diagnostic Review.
- Utilize the consultative process of the WVDE-GPS Strategic Plan and ESEA Consolidated Application approval to leverage stricter adherence to improvement strategies that were recommended by the WVDE to the LEA in the revised Diagnostic Report. In addition, other funding sources under the approval authority of the WVDE may be included in this approval process to assure appropriate resource allocation to recommended improvement strategies.
- Increase the stipulations attached to Title I, Part A 1003(a) funding provided for district capacity building by imposing the following criteria to receive additional funding:
 - Reinforce support and professional learning plan for the LEA School Improvement Specialist at the LEA level;
 - Require the LEA to include the State SIC in monthly LEA leadership meetings and LEA principal meetings to assist in implementation of LEA school improvement initiatives;
 - Require the local SIC to attend school level leadership team meetings for support in identifying school specific needs and monitoring of the school strategic plan with mentoring from the State SIC as needed;
 - Require the local SIC to attend monthly LEA leadership team meetings;
 - Require LEA (including CSI and TSI school representatives as appropriate) attendance at Teacher and Leader Academies offered by the WVDE; and
 - Require each CSI and TSI school to participate in the statistical neighbor process by partnering with a mentor school related to specifically identified needs.
- Increase the intensity of monitoring through the Comprehensive System of Monitoring and Support through more frequent desk audits, progress reporting and on-site monitoring.
- Provide the revised Diagnostic Report to the WVBE including the LEA's overall performance based on the results of the State's Comprehensive System of Monitoring and

Support including the individual school performance of each CSI and TSI school in the county (both meeting and not meeting exit criteria). The WVBE may determine if the situation meets the State’s legal criteria for WVBE intervention and act accordingly within the scope of the Board’s authority in this regard.

5. Disproportionate Rates of Access to Educators

(ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.³

West Virginia uses the following definitions communicate data related to disproportionate rates of educator access:

- Ineffective Teacher - A teacher who receives an unsatisfactory rating within the West Virginia Educator Evaluation System.
- Inexperienced Teacher - A teacher who has been teaching less than three complete school years (0-3 years of experience).
- Out-of-field Teacher - A teacher who is not fully certified in the content area(s) in which they are providing instruction.
- Low-Income Student - A student that is direct certified to receive free or reduced meals.
- High-Poverty School - A school that is a served as a Title I School.
- High-Minority School - A school with minority student enrollment $\geq 25\%$ of the total student population.

The following table provides data comparing the State’s Title I and Non-Title I schools to assess the disproportionality of educator access on high-poverty students:

Educator Access Rates by Poverty						
	Ineffective Teacher Rates		Inexperienced Teacher Rates		Out-of-Field Teacher Rates	
	2016	2017	2016	2017	2016	2017
Title I Schools	<1%	<1%	22.67%	22.53%	3.98%	3.10%
Non-Title I Schools	<1%	<1%	19.60%	18.85%	3.20%	2.64%

The following table provides data comparing the State’s High-Minority Title I and High Minority Non-Title I schools to assess the disproportionality of educator access on high-minority students:

³ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

Educator Access Rates by Minority						
	Ineffective Teacher Rates		Inexperienced Teacher Rates		Out-of-Field Teacher Rates	
	2016	2017	2016	2017	2016	2017
High-Minority Title I Schools (32)	<1%	<1%	25.99%	28.01%	2.09%	2.14%
High-Minority Non-Title I Schools (23)	<1%	<1%	24.67%	23.39%	3.06%	3.53%

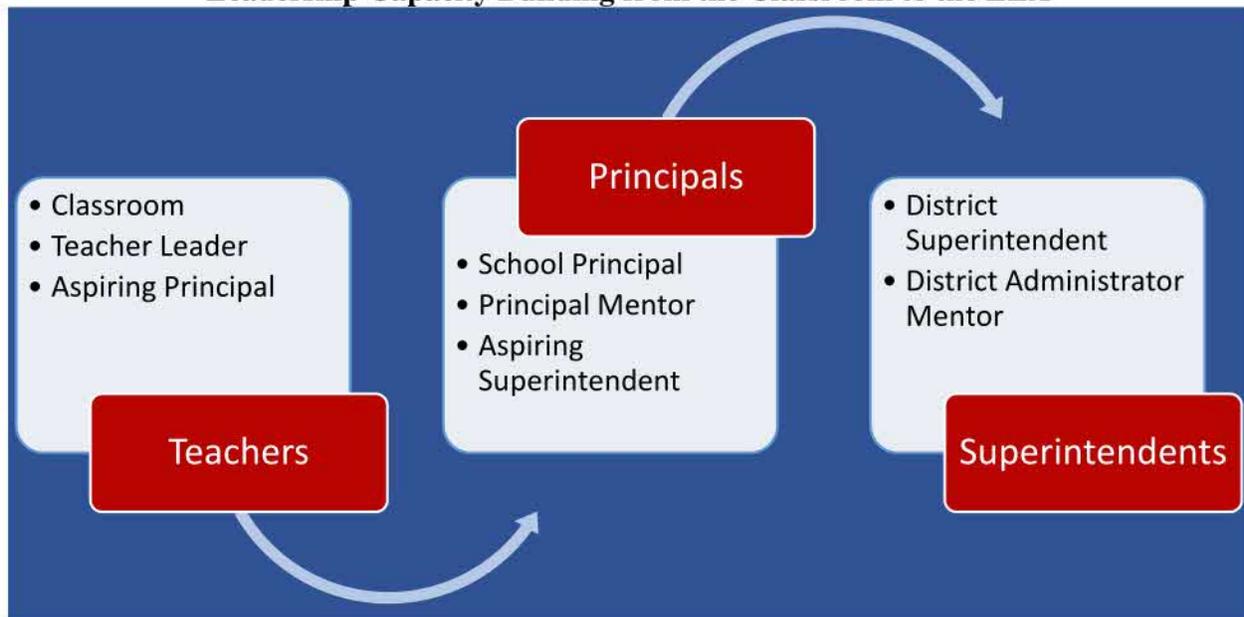
The data indicate that educator access is a concern in West Virginia public schools but the concern is not seen across all three categories of educator access. The average percentage of ineffective teachers is less than one percent (1%) in all of the state’s schools.

The greatest concern regarding educator access in West Virginia is specific to teacher inexperience. While the trend data indicate that the average percentage of inexperienced teachers is decreasing in both Title I and non-Title I schools, students in all of the State’s schools are impacted by approximately 20% of their teachers having less than three years of teaching experience. The gap between Title I and non-Title I schools was only 3.68 percentage points in 2017 but the gap disproportionately effects Title I schools. Overall, high-minority schools (Title I and non-Title I) are more disproportionately impacted by inexperienced teachers with approximately 25% of their teachers having less than three years of teaching experience. The gap between high-minority Title I schools and high-minority non-Title I schools was 4.62 percentage points in 2017 with the gap disproportionately impacting high-minority Title I schools and the trend indicating a widening of the gap from 1.32 percentage points in 2016.

The average percentage of out-of-field teachers is decreasing and students in all schools are impacted by only about 3 percentage points of their teachers not being fully certified in their assigned content area. While the impact of out-of-field teachers is not substantial, the gap is disproportionate for Title I schools as a whole but less disproportionate for high minority Title I schools than high minority non-Title I schools.

West Virginia recognizes that ensuring equitable access to excellent teachers and leaders to all students is a complicated endeavor, and that achieving our teacher and leader equity goals will require implementation of a comprehensive, multi-faceted strategy built on a vision of improving learning outcomes for all students. West Virginia’s Plan to Ensure Equitable Access to Excellent Educators, therefore, is built on the following theory of action as depicted in the graphic that follows. **If** a comprehensive approach to continuous improvement is guided by a well-developed system of leadership support commencing in the classroom and systematically matriculating to district offices, **then** all students will have equitable access to excellent teaching and leading to help them become college and career ready upon graduation from high school.

Leadership Capacity Building from the Classroom to the LEA



This approach includes four key strategies:

1. Develop teacher, principal and superintendent leadership support systems to guide understanding of the roles each plays in assuring all classrooms are led by effective teachers;
2. Collaborate with higher education institutions charged with the preparation of classroom teachers to assure programs are graduating effective teachers with background experiences in research based practices;
3. Collaborate with stakeholders to move the West Virginia Educator Evaluation System from a system of compliance to one of growth tied to professional development incorporated in the West Virginia Support for Improving Professional Practice (WVSIPP) as a means to develop effective teachers and leaders; and
4. Develop a system of data collection to assist districts in processes connected to hiring, induction and retention of effective educators so that all students have access to high-quality teachers.

The WVDE's next step to ensure students are taught by quality teachers is the development of a dashboard in ZoomWV for Educators to track rates of access to quality educators so that LEAs can determine if they have disproportionate access problems. This dashboard will provide certified data to LEAs so that they can respond through their hiring, induction and retention strategies and track improvements from year to year. Each LEA will be expected to address disproportionality issues in the Strategic Plan and their ESEA Consolidated Application for Title I, Part A and Title II, Part A.

6. School Conditions

(ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The WVDE supports LEAs to improve school conditions for learning through policy and technical assistance in the implementation of programs and initiatives proven to improve learning conditions by (i) reducing incidents of bullying and harassment. The tiered intervention framework for this support is articulated in [WVBE Policy 4373: Expected Behavior in Safe and Supportive Schools](#). Policy 4373 articulates expected behaviors and requirements for schools to promote positive school climates while also listing behaviors that are not acceptable in the school environment and the appropriate choice of consequences for those behaviors when they occur. (ii) Out-of-School Suspensions (OSS) are not recommended for minor behavior violations. To help further reduce OSS and encourage schools to intervene with appropriate actions, the WVDE has removed OSS as an allowable deduction for the calculation of Average Daily Attendance (ADA). West Virginia's accountability system also includes a measurement that looks at the percentage of students with zero out-of-school suspensions as a way to incentivize schools to utilize other disciplinary actions that do not remove students from the instructional setting. In addition, Policy 4373 also (iii) prohibits the use of physical punishment and places limitations on the use of restraint in an emergency situation.

Policy 4373 states that the WVDE shall provide training and technical assistance to LEAs and schools to ensure:

- Implementation of research-based, effective models for developing and supporting positive school climate/culture (including but not limited to positive behavior programs, character education, peer mediation, conflict resolution and prevention of bullying, harassment, intimidation and substance abuse);
- Inclusion of school climate/culture improvement strategies within the School Strategic Plan;
- Collection and reporting of behavior incident data via the WVEIS; and
- Development of behavior interventions to assure school success for all students.

The WVDE will provide training in the Early Warning System and ZoomWV for Educators (West Virginia longitudinal data system). Both tools allow educators the ability to sort and filter granular data based on academics, attendance, behavior, and other available data housed within the WVDE databases. This usable and accurate information will give West Virginia educators the ability to make actionable decisions specific to each school and subgroup within the school/district.

The WVDE utilizes the tiered intervention approach outlined by the Expanded School Mental Health (ESMH) model to build the supports required in Policy 4373. The ESMH is a comprehensive system of mental health services and programs that build on core services typically provided by schools. The framework includes the full continuum of prevention, early intervention and treatment. It is the model recommended by the President's New Freedom

Commission and emphasizes shared responsibility and funding; services for all students; meaningful involvement of parents and youth; evidence based practices and programs; and continuous quality improvement.

The WVDE supports the use of student data to identify areas where specific students or groups of students require intervention to change risky behaviors as well as whether there are disparities in rates that might be the result of implicit bias or similar root causes rather than individual student behavior. As part of the data-driven planning process, schools may conduct three interrelated surveys: (1) **Student** (separate versions for elementary students and for middle/high students); (2) **School Staff** and (3) **Parent/Caregiver**. These surveys are conducted online and provide critical information about the learning and teaching environment, the health and well-being of students, and supports for parents, school staff, and students. The WVDE also makes every effort to provide schools reports of their survey results in as short a time as possible after the close of each survey window.

The West Virginia Education Information System (WVEIS) is West Virginia's centralized student, personnel and school information system. Each LEA is responsible to enter daily attendance, discipline, and academic data into WVEIS. School staff have the ability to track and compare data from information entered in WVEIS through ZoomWV for Educators; the State's educator data dashboard. ZoomWV for Educators works in conjunction with WVEIS to provide longitudinal data at the student, grade, school, and LEA that include: demographic data, grades, credits, attendance, discipline, assessment results, and schedules. The State also provides a Statewide Early Warning System to all schools; the system utilizes the WVEIS data within a predictive analytics program to identify students at risk of not succeeding in school. The Early Warning System also provides links to research-based interventions that are recommended to address the specific areas of concern for which the student is identified as high-risk. The Early Warning System data is specific to each LEA and grade level in grades 1-12 based on algorithms run on ten years of historical data.

The WVDE supports the implementation of recommended universal interventions through professional development for administrators, counselors, teachers, nurses, social workers, community agency partners and more. The data drives the selection of interventions and the implementation of those interventions is supported through blended expertise and resources of State and local partnerships involving multiple agencies. A few examples of these efforts are as follows:

- **Positive Behavior Intervention and Support (PBIS):** The WVDE has facilitated PBIS trainings through a partnership between the WVDE and Marshall University. Schools are trained in PBIS to improve the climate of schools through positive behavior strategies.
- **Safe and Supportive Schools (S3) Survey:** The WVDE offers a school climate survey free of charge to each school in the spring and fall of each year. The survey was developed through the Safe and Supportive Schools (S3) grant provided by the U.S. Department of Education. The data from this survey allows schools to compare results between students, staff, and teachers. The survey provides summary reports that allow school and LEA administrators to reflect on current practices and perceptions and make policy and procedural changes to impact positive changes in climate and culture.

- Community Schools (Communities in School): The WVDE will continue to promote the Community Schools Framework (encompassing Communities in Schools) in any public school that serves PreK-12 students and participates in a community-based effort to coordinate and integrate services through partnerships with community-based organizations. The Community Schools Framework is both a service location and a set of partnerships between the school and other community resources. The integrated frameworks focus on academics, health and social services, youth and community development and community engagement leading to improved student learning, stronger families and healthier communities.

7. School Transitions

(ESEA section 1111(g)(1)(D)): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Detailed requirements for transition from Universal Pre-Kindergarten Programs to Kindergarten are outlined in [WVBE Policy 2525: West Virginia's Universal Access to a Quality Early Education System](#). Section 10 of this policy mandates that each county collaborative early childhood team must have a written plan for transitioning children into Pre-K and out of Pre-K into kindergarten that includes:

- An opportunity for the child and his/her family to visit the setting into which the child is transitioning;
- The provision of written information to parent/guardian as appropriate about Pre-K or kindergarten registration and what to expect in Pre-K or kindergarten;
- An opportunity for teachers/providers in the Pre-K system and the kindergarten program in that county to meet at least annually to discuss how to facilitate successful transition and support the reciprocity of readiness practices;
- A county system for transferring assessment data, including but not limited to the West Virginia Pre-K Child Assessment System Kindergarten Transition Report, for each child who has participated in an eligible program to the kindergarten teacher to assist the kindergarten teacher in identifying areas of development and areas for growth to meet the individual needs of each child;
- Policies and procedures for the transition of children with IEPs into and out of the Pre-K to ensure compliance with State and federal requirements; and
- Utilization of best practices for successful transitions, including the Ready, Set, Go! West Virginia School Readiness Framework.

Ready, Set, Go! West Virginia is the State's comprehensive framework for school readiness and early learning transitions. A toolkit that includes potential activities/experiences a county collaborative early childhood team, school and/or teacher can utilize to assist children and families with the transition process is found at <http://wvde.State.wv.us/ready-set-go/doc/school-readiness-transition-toolkit.pdf>. The full comprehensive framework is also found at that same link, as is the State's formal definition of school readiness.

As West Virginia continue to strengthen early learning and middle school transitions and supports to prevent students from falling behind, the State also continue to support all students, including our most at-risk students, in all grades. A number of initiatives focus on supporting schools and districts to lower dropout rates and improve graduation rates. For example, West Virginia's Grad 20/20 initiative is a statewide network of schools and districts working together to learn from each other to develop/refine action plans to help students transition in and through high school.

West Virginia has implemented an Early Warning System to identifying at-risk students and implement interventions at earlier ages in an effort to improve graduation rates. The Early Warning System provides individualized dropout prediction and prevention using an advanced, research-based algorithm that determines the factors that drive dropouts at each school, for each student in grades 1-12. This tool uses multiple data points spanning the domains of academics, attendance, behavior, and demographics to predict the risk level of a student dropping out. Using the Early Warning System's intervention modules, educators can intervene early, increase referral follow-through, and track progress at the student level.

The West Virginia Board of Education (WVBE) provides the basic framework for educational programming in West Virginia's public schools through [*WVBE Policy 2510: Assuring the Quality of Education – Regulations for Education Programs*](#). This policy outlines the instructional and support requirements for each programmatic level which include:

- Early Learning Programs (pre-kindergarten through grade 5) which is broken down as follows:
 - a. Early Learning Readiness (pre-kindergarten and kindergarten)
 - b. Early Learning Primary (grades 1 & 2)
 - c. Early Learning Intermediate (grades 3-5)
- Middle School Programs (grades 6-8)
- High School Programs (grades 9-12)

Policy 2510 gives considerable attention to the transition from the Early Learning Program level to the Middle School Program level because this level is such an exciting and challenging time for students. Transitions must consider not only the increased academic demands on students but also the changes that are occurring emotionally, physiologically, psychologically, and socially. Students at this age must feel a sense of belonging to the school and peers in order to maintain motivation toward future goals promoting College and Career Ready success. Policy 2510 sets forth the following requirements that promote successful transitions to middle school and from middle school to high school:

- Advisor/Advisee through LINKS lessons supporting academic and executive skill development;
- Opportunity to use time during the day (scheduling) to address the milestones students experience during this time period;
- Opportunity to earn high school credit while in middle school; and
- Personalized Education Planning beginning in 8th grade.

Specifically, the Personalized Education Plan (PEP) is designed to create a five-year roadmap to guide educational decision making through four years of high school and one additional year into

post-secondary education/career. The PEP is revisited annually each year by the student, parents/guardians and school counselors to make adjustments to keep the plan and the student's educational choices aligned to the student's career goals.

Ninth grade academies continue to provide support to students as they transition from middle school to high school. These academies, while not uniform in delivery, have had success in capturing students at the 9th grade year to ensure credits are earned/recovered. Research has shown that comprehensive and multi-faceted transitions that are well-planned, systematic, and involve all stakeholders improve student outcomes and success. Frequently, individual schools will provide support through scheduling and assigning mentor teachers to work with individuals and groups of students on skills and attitudes necessary to earn the required credits to keep them on a path to graduation.

Today's students must continue their education beyond high school in order to obtain quality employment. This reality requires education systems to design effective and efficient transitions from secondary to postsecondary education for all students. The WVDE has worked tirelessly in advancing career exploration opportunities for students beginning in middle school. The West Virginia Transition Guide illuminates the various areas of consideration when planning for futures beyond high school. This guide is divided into the following areas containing resources at various stages starting in middle school: job exploration, work-based learning, transition and post-secondary counseling, workplace readiness and self-advocacy training. The Transition Guide promotes pathways for all students regardless of their post-secondary education plans.

In an effort to promote successful transitions from high school to post-secondary programs, the West Virginia Higher Education Policy Commission, Community and Technical College System of West Virginia, West Virginia Department of Education and the Arts and West Virginia Gear Up partner with the WVDE to provide assistance to parents and students seeking admittance and financial support to successfully complete a two- or four-year degree program. The partnership established the College Foundation of West Virginia (CFWV) to provide online access to students and parents beginning in middle school to support exploration of and successful admittance to higher education institutions. The CFWV provides career, high school, college and financial aid planning through its website which provides resources including brochures, curriculum guides, workshops and more to support students and families as they make decisions around further educational opportunities.

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B. Title I, Part C: Education of Migratory Children

The West Virginia Department of Education (WVDE) does not administer a Title I, Part C: Education of Migratory Children program; therefore, this ESEA Consolidated State Plan does not include responses for this section.

1. **Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):** Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

2. **Promote Coordination of Services (ESEA section 1304(b)(3)):** Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

3. **Use of Funds (ESEA section 1304(b)(4)):** Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

The purpose of the Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk (N&D) grant program is to provide supplemental instruction in core subject areas, such as reading and mathematics, as well as tutoring, counseling and transition services to neglected or delinquent children and youth. The N&D program under Title I, Part D consists of 2 subparts.

Subpart 1 is the State Agency N&D formula grant program. The SEA formula grants provide supplementary education services to help provide education continuity for children and youth in State-run institutions for juveniles and in adult correctional institutions so that these youth can make successful transitions to school or employment once they are released.

Subpart 2 is the Local Educational Agency (LEA) program funded through a State reservation of funding under Title I, Part A which is generated by the number of children in locally-operated institutions for delinquent youth. Funds are awarded by the SEA to LEAs with high proportions of youth in local correctional facilities for drop-out prevention and/or at-risk youth.

During the 2017-2018 school year, the Subpart 1 N&D funding allocated to the State totaled \$855,377. This funding is awarded to the West Virginia Department of Education’s (WVDE) Office of Diversion and Transition Programs which is the State Agency responsible for the education of children and youth in West Virginia’s State-run juvenile correctional institutions. These funds support supplemental programs in six separate juvenile facilities around the State.

During the 2017-2018 school year, a total of five LEAs were eligible for Subpart 2 N&D funding and it was distributed through the State’s Consolidated Elementary and Secondary Education Act (ESEA) Application known as the West Virginia Department of Education Grants and Planning System (WVDE-GPS) as follows:

WVDE 2017-2018 Allocation for Title I, Part D, Subpart 2 Neglected and Delinquent or At-Risk Children and Youth	
Total State Allocation	\$252,928
Average LEA Allocation	\$47,078
Smallest LEA Allocation	\$30,558
Largest LEA Allocation	\$73,528
Median LEA Allocation	\$40,744

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The WVDE Office of Diversion and Transition Programs employs regional transition specialists with the single focus of assisting in the transition of children and youth between correctional facilities and locally-operated programs. Thirty percent (30%) of the Title I, Part D, Subpart 1

N&D allocation is used to fund these transition specialists who serve students, ages 5-21, placed in the State's 21 juvenile facilities and students who have been court-ordered to complete out-of-State treatment with a focus on protecting each child and youth's fundamental right to an education. Transition specialists act as student advocates and build close relationships with students, their families, and staff from the facilities and local school districts to ensure that each student served is able to:

- Enroll in public school or higher education with timely transfer of records and timely receipt of services as specified in an Individualized Education Plan (IEP) (if applicable);
- Complete high school graduation requirements;
- Seek and obtain employment;
- Develop necessary skills to be successful young adults; and/or
- Access technical and community-based resources and grants based on individual student needs (i.e., WV Department of Health and Human Resources programs, Modify, Workforce WV, Job Corp, higher education and mentoring programs).

Transition specialists also provide a variety of additional services including but not limited to:

- Family outreach services;
- Coordination of educational staff to ensure that students receive appropriate academic supports;
- Coordination with counselor/life skills instructors regarding re-entry and aftercare planning;
- Assistance with ACT test registration and preparation, along with preparation of FAFSA, college admission, scholarship and loan applications;
- Advocacy services during court proceedings, Multi-Disciplinary Team (MDT) meetings, Individualized Education Plan (IEP) and Student Assistance Team (SAT) meetings to assure that least restrictive environment (LRE) placements can be maintained while continuing to meet attainable educational goals; and
- Coordination of follow-up services and progress tracking/data collection for one-year post student discharge.

In addition to the services provided by transition specialists, the WVDE Office of Diversion and Transition Programs provides all students placed in correctional facilities with career counseling and distance learning opportunities. For students who will not be returning to school after leaving the facility or institution, the Office of Diversion and Transition Programs assists the student in locating and transitioning to alternative education programs.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Program Objectives for Title I, Part D, Subpart 1:

The WVDE Office of Diversion and Transition Programs principals and staff are charged with creating annual School Strategic Plans with two foundational objectives:

1. Students will progress toward high school graduation with a traditional diploma and technical skills training; and
2. Students will show growth in performance on the State's General Summative Assessment.

Schools' Strategic Plans will be monitored for completion through the Principal Evaluation process. The WVDE Office of Diversion and Transition Programs hosts quarterly principal meetings to provide technical assistance and assess the changing needs of schools as they work toward the objectives. The WVDE Office of Federal Programs conducts on-site visits to the schools to observe program implementation and provide technical assistance. The following program outcomes are monitored during the visits:

- Delivery of high quality instructional programs based on rigorous and vertically-aligned curriculum, effective teaching, and ongoing assessments;
- Delivery of differentiated instruction for all students and interventions for students who are not yet proficient;
- Provision of a variety of Career and Technical Education (CTE) offerings with the expectation of increasing the number of completers;
- Provision of safe and supportive school environments; and
- Provision of professional development, technology training, or any other educator supports necessary to foster continuous school improvement.

Program Objectives for Title I, Part D, Subpart 2:

Each LEA that receives funds under Title I, Part D, Subpart 2 conducts a program evaluation at least once every three years to measure progress on specific program objectives. The LEA program evaluations analyze participating students' outcomes by gender, race, ethnicity and age, to determine the program's progress on the following objectives:

1. Maintenance and improvement of student achievement as measured by pre- and post-academic assessment data;
2. Maintenance and improvement of attendance and discipline;
3. Accrual of course credits that meet State requirements for grade promotion and high school graduation;
4. Successful transitions to school-based educational programs operated by an LEA;
5. Completion of high school (or high school equivalency requirements) and employment after leaving a facility served by the program; and
6. Participation in postsecondary education and job training programs (as appropriate).

The WVDE Office of Federal Programs conducts on-site visits to the LEAs and facilities served by the Title I, Part D, Subpart 2 program to observe program implementation and provide technical assistance. Program evaluation results are reviewed by the WVDE Office of Federal Programs during these visits and through the funding application process.

D. Title II, Part A: Supporting Effective Instruction

The purpose of the Title II, Part A: Supporting Effective Instruction grant program is to increase academic achievement by improving teacher and principal quality. Awards are made to State education agencies (SEAs) that in turn make formula sub-grants to local education agencies (LEAs) who utilize the funds to improve teacher and principal quality. Up to two and one-half percent (5%) of the annual State allocation may be reserved for administrative and State level activities to support LEA efforts in meeting the purpose of the Title II, Part A program.

During the 2017-2018 school year, all 55 LEAs were eligible for Title II, Part A funding and it was distributed through the State's Consolidated Elementary and Secondary Education Act (ESEA) Application known as the West Virginia Department of Education Grants and Planning System (WVDE-GPS) as follows:

WVDE 2017-2018 Allocation for Title II, Part A Supporting Effective Instruction	
Total State Allocation	\$17,344,521
Average LEA Allocation	\$305,894
Smallest LEA Allocation	\$52,091
Largest LEA Allocation	\$1,758,693
Median LEA Allocation	\$236,682

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The WVDE will utilize up to one percent (1%) of the total Title II, Part A allocation for administration of Title II, Part A grant funds to districts, consistent with ESEA section 2101(c)(2), including technical assistance for sub-grant recipients and fiscal monitoring. The WVDE will also utilize four percent (4%) of the total Title II, Part A allocation for State-level activities consistent with ESEA section 2101(c)(4) and the West Virginia Board of Education's Master Plan for Professional Development as described below.

The WVBE, which is constitutionally charged with the oversight of educator professional development for the State's public schools, has been transforming its view of professional learning and the role of the various provider groups within the State. This transformation has been undertaken with consultation from the National Commission on Teaching and America's Future (NCTAF), Learning Forward, the National Governors Association and representation from major stakeholder groups including teachers, administrators, teachers' organizations, higher education and the major professional development provider groups within the State. Two overarching principles guided the work:

- Redefine educators' conception of schools as communities of learners including students, staff and parents; and

- Shift the system of professional learning from provider-driven offerings to a system driven by a cycle of continuous improvement wherein educators collaboratively determine their learning needs based on authentic classroom data about student learning needs and achievement.

The WVBE’s main professional development goal is to empower educators to direct their own professional learning based on the interactions and findings surfacing from their collaborative learning teams; transforming professional development into professional learning on behalf of student learning. The WVBE’s current Professional Development Plan includes the following: Definition of professional development: Professional development includes sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students demonstrate growth, perform at higher levels and achieve college and career readiness by demonstrating critical thinking, complex problem solving, effective communication, and academic mindsets.

Standards for professional learning: Professional learning that increases educator effectiveness and results for all students:

- Occurs within **learning communities** committed to continuous improvement, collective responsibility and goal alignment;
- Requires skillful **leadership** to develop capacity, advocate and create support systems for professional learning;
- Requires prioritizing, monitoring and coordinating **resources** for educator learning;
- Uses a variety of sources and types of student, educator and system **data** to plan, assess and evaluate professional learning;
- Integrates theories, research and models of human learning into **learning designs** to achieve its intended outcomes;
- Applies research on change and sustains support for **implementation** of professional learning for long-term change; and
- Aligns its **outcomes** with educator performance and student curriculum standards.

Goals for professional learning: The State Board challenges all providers of professional learning to design, coordinate and deliver high-quality professional learning experiences to all West Virginia educators which subsequently result in improved student achievement. To this end, the goals of professional learning will be the following:

1. Increase deep content knowledge and proficiency in designing and delivering standards-driven instruction and assessments for all pre-K through 12th grade West Virginia educators.
2. Increase the knowledge and skills of all pre-K through third grade educators to deliver a comprehensive pre-K through third grade approach to early childhood education that includes a balanced approach to early literacy.
3. Establish and sustain effective collaborative learning teams in schools and districts in alignment with the board standards for professional learning and a cycle of continuous improvement.
4. Improve leadership competencies for principals and assistant principals to support high-quality teaching and learning, social and emotional learning and the creation of supportive and inclusive learning environments.

5. Utilize the educators' evaluation system as an important component of continuous educator development.

All State-level activities as well as local activities funded with Title II, Part A funding will support the professional learning vision provided by the WVDE and adopted by the WVBE. Specifically, the WVDE considers statewide professional learning needs to determine annual priorities for the utilization of State-level activity funds. Generally, these funds will be used for one or more of the following allowable Title II, Part A purposes:

- Providing assistance to LEAs to support the implementation of teacher, principal, or other school leader **evaluation and support systems**: West Virginia's Educator Evaluation System is in its third year of implementation. It has undergone minor revisions through the early implementation process which have received support from all major stakeholders. Specific assistance is needed to build LEA capacity to fully utilize professional learning resources to provide personalized professional learning supports aligned with each educator's evaluation results. This support will be provided by the WVDE through LEA technical assistance and principal leadership activities.
- Developing, improving, and implementing mechanisms to assist LEAs in effectively **recruiting and retaining** teachers, principals, or other school leaders who are effective in improving student academic achievement: The WVDE will work with LEA personnel directors to promote better knowledge and skills for utilizing existing strategies such as loan forgiveness, tuition reimbursement, teacher-in-residency programs, and mentoring and coaching supports. West Virginia's school personnel law currently provides little opportunity for financial educator recruitment and retention programs. The WVDE will work with various stakeholders and the West Virginia Legislature to explore suitable options to address recruitment and retention of teachers and principals in low-performing schools based on the specific challenges at the local level. If legislative efforts are successful, State-level activity funds may be used to assist LEAs in the implementation of recruitment and retention strategies ranging from improvements in compensation and working conditions, and training for administrators in supporting collaborative and supportive teaching environments.
- Providing assistance to LEAs for the development and implementation of high-quality professional development programs for **principals**: Principal leadership development is a top priority within the State's School Improvement and Support System. The WVDE will commit resources from multiple sources toward the development of Principal Leadership Academies that will be available to all principals but will give preferential registration to principals from schools identified as Comprehensive Improvement and Support schools.
- Providing training, technical assistance, and **capacity-building to LEAs**: The WVDE's School Improvement and Support System will focus considerable effort on LEAs that have a large percentage of schools identified as Comprehensive Improvement and Support schools and as Targeted Improvement and Support schools. These districts will receive priority status in all LEA capacity building activities to increase the school improvement knowledge, skills and resources available to district leadership teams. Data from the Statewide Accountability System, Educator Evaluation System and LEA/school

needs assessments will be used to identify areas of focus for LEA capacity building activities.

- Assisting LEAs in developing strategies that provide teachers, principals, or other school leaders with the skills, credentials, or certifications needed to educate all students in **postsecondary education coursework** through early college high school or dual or concurrent enrollment programs: The State's Accountability System includes postsecondary education outcomes as one of the high school indicators which makes this a high priority for the State. In order to provide high schools with every opportunity to meet the targets for this indicator, the WVDE will make State-level activity resources available for educator professional learning in this area. The specific needs in this area will be prioritized annually and funding will be reserved as needed.
- Supporting **other activities** identified by the State that are evidence-based and that meet the purpose of Title II, Part A: Because needs and priorities will change throughout the authorization period covered by this State ESSA Plan, the WVDE will annually review progress made on the State's Long-Term Goals, progress made by schools in relation to the Accountability System and progress made toward the WVBE Professional Development Master Plan to determine annual priorities for Title II, Part A State-level Activity funding. In addition, all activities funded with Title II, Part A State-level Activity funds will be evaluated to ensure effective use of funds and make ongoing determinations about the efficacy of the activities in achieving West Virginia's Long-Term Goals.

The WVDE will not reserve the additional three percent (3%) of LEA Title II, Part A funds in the 2017-2018 school year for leadership development activities for principals and other school leaders consistent with ESEA section 2101(c)(3). However, this additional reservation may be taken in future years for principal leadership academies based on need and availability of other resources because this principal leadership development is a high priority component of the State's school improvement and support system.

2. **Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E))**: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

The WVDE does not plan to use Title II, Part A funds to improve equitable access to effective teachers.

3. **System of Certification and Licensing (ESEA section 2101(d)(2)(B))**: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

West Virginia State Code requires individuals employed in the public schools of the State to hold proper certification or licensure for the position(s) held. The Office of Certification and Professional Preparation (OCPP) at the WVDE is responsible for licensing qualified individuals

through the implementation of State Board policies and procedures. These include educator preparation program requirements, approval, monitoring, minimum licensure requirements for the issuance of initial license and subsequent renewals. The State of West Virginia currently has an active teaching workforce of over 20,000 educators. The WVDE issues and maintains certification records for all educators, administrators and student support personnel as well as, paraprofessionals, athletic coaches, and teachers and teacher assistants in collaborative educational settings.

The following types of certificates are currently issued by the WVDE:

- Professional Teaching Certificate, Temporary Professional Teaching Certificate, Provisional Professional Teaching Certificate, First Class/Full Time Permit, Out-of-Field Authorizations, and Substitute Permit;
- Professional Administrative Certificate, Temporary Administrative Certificate, Provisional Professional Administrative Certificate, First Class/Full Time Permit for Administrators, and Substitute Permit;
- Professional Student Support Certificates for School Counselor, School Psychologist, Speech Language Pathologist, and Social Services and Attendance;
- Career Technical Education Certificate, Temporary Career Technical Education Certificate, and Career Technical First Class/Full Time Permit; and
- Coaching Authorizations and Early Childhood Classroom Assistant Teacher.

The primary purpose of licensure is to assure the public that educators, paraprofessionals, and others licensed to work in West Virginia's public schools meet established levels of competence to deliver an appropriate and effective educational program to the State's public school students. West Virginia's licensure requirements provide a means of ensuring that persons employed in West Virginia's public schools have the necessary knowledge and skills to meet the responsibilities of their professional assignments in instruction, student support, administration, and any other areas of responsibility for which licensure is required.

The Professional Certificate may be issued to an individual who meets prescribed experience and/or academic and professional standards and who has been assessed as competent to assume a role in public education in keeping with the specialization(s) and grade levels designated on this license. A Professional Certificate may be issued in teaching, student support services, or administrative specializations.

There are currently 20 approved West Virginia Educator Preparation Programs. These have more than 50 discipline areas of preparation leading to licensure in a variety of programmatic levels that include: PreK, PreK-K, K-4, K-6, 1-12, 5-9, 5-Adult, 9-Adult, and PreK-Adult. There are currently 22 approved Alternative Certification programs in both general education and special education areas across the State.

A license to work in the public schools of West Virginia may be granted to an applicant who is: 1) a United States citizen, unless otherwise noted; 2) of good moral character; 3) physically, mentally and emotionally qualified to perform the duties to which s/he is assigned; and 4) has attained the age of eighteen (18) years on or before the first day of October of the year in which the license is issued. All applicants for initial licensure whose applications are received by the

WVDE are fingerprinted by the West Virginia State Police or its designee. The fingerprints shall be analyzed by the State police for a State criminal history record check through the central abuse registry record and then forwarded to the Federal Bureau of Investigation for a national criminal history record check.

A Professional Teaching Certificate may be issued to a person who has completed: the minimum of a bachelor's degree or a master's degree as required per WVBE Policy [5202 Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications](#) through an accredited institution of higher education, the minimum GPA requirements, and all required West Virginia licensure exams. An Initial Professional Teaching Certificate may be issued in the teaching specializations identified in WVBE Policy 5202. The Initial Professional Teaching Certificate shall be endorsed to indicate the specialization(s) and grade levels in which the holder can be legally assigned within the public schools.

Licenses in West Virginia are valid initially for a period of three years for teachers and student support personnel and five years for administrators. Permits are valid for one year and may be renewed. After successfully completing State policy requirements teachers and student support personnel may convert to a five year license and/or permanent licensure when all requirements are met. Teachers may achieve permanent licensure as well as salary supplements by obtaining National Board Teacher Certification.

Applications for licensure are submitted electronically by applicants or LEA school officials. All applications are reviewed by certification specialists at the WVDE and approved or denied based on the criteria set forth in WVBE Policy 5202.

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The SEA will improve the skills of teachers, principals and other school leaders to enable them to identify students with specific learning needs, particularly students with disabilities, by providing resources and supports that focus on Personalized Learning for all students. Personalized Learning is defined as differentiated education tailored to students' needs, skills and interests, based on personal, standards-based learning plans designed by students. It is supported by teachers, who provide guidance, structure, scaffolding, instruction, and unique learning opportunities, regardless of students' individual abilities. Personalized learning empowers students to take charge of their education, helps students who learn in different ways and at different speeds, and, according to research, leads to higher levels of mastery.

Personalized Learning is a system designed to meet the needs of all students, ranging from those exceeding State-approved grade-level standards to those not meeting grade-level standards. Personalized Learning supports collaborative decision-making as a process for

meeting individual student needs, professional learning environments that embrace a culture of inquiry and innovation, cross- or interdisciplinary-teaching, shared accountability for student learning, student reflection and self-assessment, and constructive peer assessment by providing a full configuration of support.

Personalized learning focuses on three major components: High-Quality Instruction, Targeted Instruction, and Intensive Instruction:

High-quality core instruction (for all students) is the foundation of Personalized Learning. It is characterized by high expectations for all students and takes place in an academic environment that is safe, challenging, engaging, and allows students to take academic risks without fear of failure. Core instruction honors student voice and choice. Core instruction involves the students in the creation of assessment tools that are flexible and that clearly articulate standards and criteria for meeting those standards. All students participate in high-quality instruction.

Targeted Instruction (for small groups of students) takes place when a student's progress indicates a need for supportive structure, albeit scaffolding or enhancing student learning by exploring content at a differentiated level. For targeted instruction, the teacher creates flexible small groups of similarly-skilled/needs-alike students, allowing the teacher to focus increased attention to each student, and provide feedback within the context of collaborative peer learning experiences.

Intensive support is provided to students who require focused support for a limited amount of time. Intensive support is distinguished from targeted support by intensification of enrichment or scaffolding, time, and expertise. Intensive instruction is typically provided to one-to-one or small groups of similarly-skilled and needs-alike students. Intensive support may be provided by expert teachers and specialists through a multi-tiered system of supports.

To ensure the success of Personalized Learning for teachers, principals, and other school leaders, six essential components have been identified to assist with data-driven decision making:

- **Leadership** that understands and embraces the supports needed to effectively implement Personalized Learning;
- **School Culture** that positively impacts student learning, instruction, and student achievement;
- **Teams and Processes** that are focused on student achievement;
- **Family and Community Partnerships** to support individual student learning regardless of ability or disability;
- **The Formative Assessment Process**, which is used daily to determine individual student levels of specific knowledge and skills, inform classroom level instructional decisions, and adapt instruction or provide intervention/enrichment for individuals or groups of students; and
- **High-Quality Instruction** that is learner-centered and unique to the students and educators involved.

The WVDE will collaborate with LEAs based on results from the Statewide Accountability System and other data sources, such as evidence from the formative assessment process, to

assist with the provision of capacity-building resources to ensure Personalized Learning advances student achievement for all learners, including those students with disabilities, English learners, students with challenging behaviors, students who are gifted and talented, and students with low literacy levels. The WVDE will also assist LEAs by providing a resource bank of instructional resources and strategies to improve student achievement for all students, including students from the above populations, via the West Virginia TREE (Teacher Resources for Educational Excellence) website.

5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

All LEAs and public schools in West Virginia develop an annual Strategic Plan through the WVDE-GPS planning application. The Needs Assessment section of the planning application is organized around data from the State Accountability System as well as aggregate data from the West Virginia Educator Evaluation System for teachers and principals; each school and LEA must analyze these data and align goals within their Strategic Plan to address weaknesses articulated in the Needs Assessment. The Strategic Plan Goals are directly linked to the LEAs Consolidated ESEA Application tool which is also found on the WVDE-GPS platform. The use of this one platform for planning and funding application allows the State to promote evidence-based, school-based professional learning solutions that will meet individual school needs while integrating that support into district-level and State-level professional learning efforts. The WVDE-GPS platform is an efficient tool to gather statewide professional development data from all public school stakeholders.

The WVBE will also continue their work on the State's Professional Development plan with input from major stakeholder groups including teachers, administrators, teachers' organizations, higher education and the major professional development provider groups within the State.

6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

In an ever-changing global society, the quality of education has never been as important and central in assuring the success of our citizens in all domains of life. To better serve our children, ensure their success, and provide all available opportunities, West Virginia must focus on preparing the best teachers and leaders in our State. In order to accomplish this goal, the WVBE is committed to increasing the State's accountability. The WVBE has taken immediate actions and has provided leadership to the WVDE, as West Virginia engages in implementing best practices that result in high-quality and equitable instruction for all students.

For the past three years, as a result of the Governor's charge to the WVBE to reform Educator Preparation programs in West Virginia, the WVBE began a course to adopt a sole national accreditor with rigorous standards based on best practices and candidate outputs of its approved

preparation programs. During 2013-14, the WVBE explored necessary revisions to [*WVBE Policy 5100: Approval of Educator Preparation Programs*](#), as well as the impact of adopting the Council for the Accreditation of Education Preparation (CAEP) standards for all West Virginia institutions with educator and leadership preparation programs.

On June 11, 2014, the WVBE formally entered an agreement with CAEP and officially adopted the CAEP Standards. Additionally, the WVBE invited the public to comment on the Recommendations for Transforming School Leadership in West Virginia as submitted to the WVBE by Imagine West Virginia. This public comment period provided a starting point for deeper deliberation and stakeholder input. The WVBE received grants from the National Governors Association (NGA) and National Association State Boards of Education (NASBE) to reform leadership preparation programs and redefine leadership in West Virginia. Through stakeholder consultation and collaboration, leadership reform was incorporated into both the teacher and principal evaluation systems.

The WVBE has pledged to provide the best and most effective teachers and leaders for West Virginia public schools. To promote actionable and measurable evidence of teacher education effectiveness, with an emphasis on reading instruction, the WVBE has begun the process of reforming educator preparation in our State. This reform is currently ongoing and supported through the High-Quality Educator Stakeholder Committee, a committee composed of P-12 practitioners and leaders, educator preparation program faculty, and representatives from the WVDE. Preparation reform efforts include great emphasis on:

1. Evidence-based practices (EBPs) - What teacher candidates learn in a preparation program should be based on valid research and make the most impact on student learning; and
2. Education Preparation Providers (EPPs) - ensure that teacher candidates have substantive opportunities to engage and enact identified high-impact, evidence-based teaching practices in carefully planned and scaffolded experiences – in coursework with thoughtfully designed practice activities and in clinical experiences. Clinical experiences that are expanded to year-long, expanded timeline, and during this time candidates are also engaged in methods coursework to better connect theory to practice.

Since its inception, the High Quality Educator Stakeholder Committee has been charged with creating a specific and immediate plan by which this reform would be executed and has been able to complete several action steps resulting in policy changes affecting all aspects of educator preparation. These changes included many aspects of program proposal, approval, admission criteria, and program completion and licensure. A major change in WVBE policy is the adoption of CAEP standards and process as a requirement for all institutions of higher education with educator preparation programs. The adoption of such rigorous standards and outcome-based benchmarks will help leaders shape all programs to meet the rigorous expectations set forth as well as complete transparency and accountability. Some of the completed tasks and policy changes included:

- Publishing a whitepaper to guide the reform;
- Developing an implementation plan with recommendations for policy revisions;
- Revising policy to require national accreditation for all West Virginia educator preparation programs & adoption of CAEP Standards;

- Calling for EPPs to establish and enforce high standards for candidate program matriculation and completion, including clearly articulated program phases and benchmark criteria for success;
- Requiring all EPPs collaborate to transform all educator preparation to a clinically-based approach, supported by strong P-12-higher education partnerships and clinically based teacher preparation;
- Addressing program impact by establishing processes to collect and use employment and professional practice data as part of the process for program approval and the continuous improvement of educator preparation programs;
- Enacting structural supports for High Quality Educator reform at the State level;
- Involving national organizations of educator preparation reform including:
 - American Association of Colleges for Teacher Education (AACTE);
 - Council for the Accreditation of Education Preparation (CAEP);
 - Council of Chief State School Officers (CCSSO);
 - Learning Policy Institute (LPI);
 - National Association of State Directors of Teacher Education (NASDTEC);
 - National Council on Teacher Quality (NCTQ); and
 - National Governor’s Association (NGA).
- Implementing of a Teacher Performance Assessment Test Project

Clinical practice and partnerships are central to high-quality educator preparation. The State recognizes that these aspirations evident in WVBE policies, structures and rewards/forms of compensation that shape educator preparation must be sustained. West Virginia reform efforts include work towards extending the induction period and include aligned professional learning so that effective preparation and practice continues into in-service culture as well. In addition, both WVBE policies [5202 Minimum Requirements for the Licensure of Professional/Paraprofessional Personnel and Advanced Salary Classifications](#) and [5100 Approval of Educational Personnel Preparation Programs](#) have undergone several revisions and continue to be revised to include the recommended changes resulting from the ongoing reform.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

The Purposes of Title III, Part A, Subpart 1 are to:

1. Help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. Assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. Assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. Promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Title III allocations are issued to counties or a consortium of counties through a formula process that utilizes per pupil certified English learner student data from West Virginia Education Information System (WVEIS). During the 2017-2018 school year, a total of 3 individual counties and 9 consortia were eligible for Title III funding and it was distributed through the State's Consolidated Elementary and Secondary Education Act (ESEA) application known as the West Virginia Department of Education Grants and Planning System (WVDE-GPS) as follows:

WVDE 2017-2018 Allocation for Title III, Part A, Subpart 1 English Language Acquisition and Language Enhancement	
Total State Allocation	\$610,137
Average LEA/Consortium Allocation	\$43,647
Smallest LEA/Consortium Allocation	\$11,336
Largest LEA/Consortium Allocation	\$94,146
Median LEA/Consortium Allocation	\$32,855

1. **Entrance and Exit Procedures (ESEA section 3113(b)(2)):** Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, Statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

In the fall of 2016, the West Virginia Department of Education (WVDE) began the process of soliciting membership for the WVDE English Learners (EL) Advisory Council. A broad group

of stakeholders including county federal program directors, EL classroom specialists, higher education professors, school improvement specialists, and SEA staff, representing all regions from the State, was assembled to initiate the process of revising policy and developing guidance related to EL services and supports.

A series of online interactive virtual webinars and two face-to-face meetings were conducted with the WVDE EL Advisory Council in order to gain input for key decision points. The specific charge of meaningfully examining and developing long-term goals and measurements of progress for ELs in addition to comprehensively formulating standardized entrance and exit criteria was presented to the group. Individual members actively engaged in the process by submitting locally developed procedures and support documentation for discussion and consideration. The WVDE EL Advisory Council ultimately addressed the primary charge of standardizing EL entrance and exit criteria in the State by providing specific recommendations that were solidified in the following:

- a. [West Virginia Board of Education \(WVBE\) Policy 2417: Regulations and English Language Proficiency Standards for English Learners](#). Policy 2417, in the section §126-15-2., defines an EL in the State of West Virginia and specifies the standardized Statewide entrance and exit criteria. Additionally, section §126-15-3 of the policy regulates the federally-defined notification timeline that must occur when a child has been identified as an EL.

The revised version of WVBE Policy 2417, containing the recommendations of the WVDE EL Advisory Council, was placed on public comment for a period of 30 days as initiated by the April 2017 WVBE meeting. The policy received full approval at the June 2017 WVBE Meeting with an effective date issued for July 17, 2017.

- b. [West Virginia Standardized Statewide Entrance and Exit Procedures for English Learners](#). This guidance document provides additional clarification to support the implementation of WVBE Policy 2417. Specific areas addressed in the guidance includes the following: Home Language Survey, screening, notification, data management, LIEP, special populations, reclassification, monitoring, and program re-entry.

LEA Title III directors reviewed the guidance document and the updated version of WVBE Policy 2417 during the June 15, 2017 [ESEA Director Meeting](#).

2. [SEA Support for English Learner Progress \(ESEA section 3113\(b\)\(6\)\)](#): Describe how the SEA will assist eligible entities in meeting:

- i. **The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and**
- ii. **The challenging State academic standards.**

The WVDE is committed to providing supports and technical assistance to LEAs in meeting the State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii) and the challenging State academic standards. Specifically, the WVDE, Office of Federal Programs has engaged in collaboration with other agencies, stakeholders and entities to provide resources that will assist LEAs in meeting their goals. Supports include the following:

- ELP Standards Course: WVDE has collaborated with Marshall University to sponsor district teacher cohorts that engage in online learning related to West Virginia’s English Language Proficiency Standards. The course is offered to general education teachers as well as other educators and provides a foundation of the language development standards and supports that are needed in order for ELs to fully engage with the State’s challenging academic standards.
- Language Instruction Educational Program (LIEP) Guidance: In an effort to assist LEAs in developing effective LIEPs, the WVDE has consolidated information regarding models and supports that LEAs might consider as they develop responsive EL services.
- Title III Director Meetings: The WVDE Office of Federal Programs conducts summer and fall conferences for Title III Directors. The meetings provide LEAs the opportunity to share best practices, acquire new information, and strategically plan in order to identify resources targeted toward meeting individual LEA goals.
- Targeted LEA Assistance: The WVDE Office of Federal Programs provides targeted assistance to LEA Title III Directors and ESL teachers upon request and when student performance data suggests that a specific LEA or school is struggling in the provision of EL services. This assistance may include but not be limited to email/phone support, on-site technical assistance, provision of district-wide professional learning support and facilitation of mentor assignment from other LEAs.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A sub-grant in helping English learners achieve English proficiency; and**
- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.**

During the 2017-2018 school year, the West Virginia Department of Education (WVDE) will be developing a comprehensive system of monitoring and technical support that is driven through a process of collecting data elements and performing predictive analytics to identify school and LEA’s performance levels and to identify LEAs with areas of risk for program compliance. The implementation timeline for the new monitoring system will be the 2018-2019 school year. The system will examine a variety of indicators that will be disaggregated by subgroup performance when applicable. Collectively the system will be utilized to identify areas of strength and targeted assistance to LEAs and to match high risk LEAs and schools with statistically similar LEAs and schools who are performing well to form statistical neighbor mentorships. Components of the comprehensive monitoring approach and the associated technical assistance that will be implemented by the WVDE include the following:

- **WVDE Grants & Planning System (GPS):** The WVDE GPS serves as the comprehensive strategic planning tool and ESEA Consolidated application for the State. Recipients of Title III funding are required to complete the annual grant application that identifies specific activities targeted for the use of funding. The embedded narratives of the application must at a minimum address the activities the recipient has targeted for increasing the effectiveness of LIEPs; providing effective professional development to educators of ELs; and implementing other effective strategies, including parent and family engagement, to ensure the academic success of all ELs. The activities defined within the grants application must correspond to the comprehensive needs assessment conducted by the LEA that drives the development of the overall strategic planning goals identified in the plan tool of the GPS. The State utilizes the WVDE GPS to monitor the implementation of Title III activities as related to increasing student language proficiency. Funds are issued only when an approvable plan is submitted and the GPS enables the State to have meaningful or targeted conversations with a recipient in order to ensure that progress is occurring.
- **WVEIS Data Management & EL Dashboard:** The WVDE and LEAs utilize data maintained within the WVEIS to examine program effectiveness and the individual progress of ELs in reference to multiple indicators. In addition to providing important demographic and categorical data, the WVEIS system provides progress assessment and graduation reporting. The EL Dashboard provides other unique data that enables educators to review individual student progress in order to make informed and personalized decisions regarding the services that an EL student receives.
- **Targeted LEA Assistance:** Through monitoring of approved plans from the WVDE GPS and review of the EL-specific data in WVEIS, the WVDE will provide individualized targeted technical assistance to LEAs needing additional support in moving EL progress. Such assistance is inclusive of site visits, targeted professional learning opportunities, resource alignment, and increased monitoring.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

The purpose of the Title IV, Part A: Student Support and Academic Enrichment Grant program is to increase the capacity of State education agencies (SEAs), local education agencies (LEAs), schools and local communities to:

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

During the 2017-2018 school year, all 55 LEAs were eligible for Title IV, Part A: Student Support and Academic Enrichment Grant funding and it is distributed based on a formula process through the State’s Consolidated Elementary and Secondary Education Act (ESEA) Application known as the West Virginia Department of Education Grants and Planning System (WVDE-GPS) as follows:

WVDE 2017-2018 Allocation for Title IV, Part A: Student Support and Academic Enrichment Grants	
Total State Allocation	\$2,315,991
Average LEA Allocation	\$40,003
Smallest LEA Allocation	\$10,000
Largest LEA Allocation	\$256,644
Median LEA Allocation	\$28,620

1. **Use of Funds (ESEA section 4103(c)(2)(A)):** Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The West Virginia Department of Education (WVDE) will utilize up to 1% of the total Title IV, Part A allocation for administration of Title IV, Part A grant funds to districts, consistent with ESEA section 4104(a)(2), including technical assistance for sub-grant recipients and fiscal monitoring. The WVDE will also utilize 4% of the total Title IV, Part A allocation for State-level activities consistent with ESEA section 4104(a)(3) with a primary focus on the program priority of improving school conditions for student learning.

Specifically, the WVDE will focus State-level activity on building LEA capacity to address mental health issues and drug abuse concerns plaguing families in West Virginia. Educators across the State have expressed a need for support and technical assistance in this area particularly in increasing school-level knowledge and resources to address the education instability that the State’s drug epidemic causes for our students. The WVDE will utilize State-level activity funds under Title IV, Part A to build and expand statewide capacity by partnering with higher education to conduct Mental Health First Aid (MHFA) school staff trainings, provide technical assistance and conduct demonstrations. The MHFA program is approved as an evidence-based program by the Substance Abuse and Mental Health Services Administrations (SAMHSA), National Registry of Evidence-Based Programs and Practices. Targeted MHFA

trainings will provide school staff with skills to identify, support and assist students and adults exhibiting possible mental health needs (including substance abuse).

Supplemental services of community-wide drug and violence prevention planning will also be addressed through the West Virginia Expanded School Mental Health (ESMH) Framework and Model, a multi-tiered system of support through collaborative efforts between schools and community partners working together to enhance student mental health in schools. The WVDE will assist schools to build capacity for expanding mental health services focusing on prevention, early intervention and treatment.

The WVDE will collaborate with higher education and appropriate stakeholders to plan, develop and conduct a statewide summit addressing the challenges of drug abuse and the impact on students. This forum would give schools and communities the opportunity to collaborate and share best practices that appropriately address the needs of students effected by drugs. Specific attention will be given to providing practical advice and strategies for all educators to use when working with students and their families that are impacted by the State's devastating opioid addiction crisis. Such strategies will include trauma-informed practices and the development of partnerships with social service agencies to provide necessary supports.

The WVDE has prioritized the Title IV, Part A focus area of improving school conditions for student learning for the use of State-level activity funds. This decision does not limit an LEA's options for how it may use the Title IV, Part A funding provided through the LEA allocation. The LEAs may use funds for all three program purposes:

- Providing all students with access to a well-rounded education;
- Improving school conditions for student learning; and
- Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

All LEA planning and implementation of Title IV, Part A program activities must be in compliance with the requirements in ESEA section 4106.

2. Awarding Sub-grants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The WVDE will distribute at least ninety-five percent (95%) of the State's Title IV, Part A allocation to the State's 55 LEAs through a formula allocation process. The Title IV, Part A application for funds is part of the State's Consolidated ESEA Application on the WVDE-GPS platform. In order to meet the requirement of ESEA section 4105(a)(2), that no LEA allocation may be less than \$10,000, the WVDE will ratably reduce all other LEA allocations by the amount necessary to bring those LEA allocation that are below \$10,000 up to that required threshold.

For the 2017-2018 school year, a total of nine LEAs would have received allocations of less than \$10,000. In order to comply with ESEA section 4105(a)(2), the other 46 LEA allocations were

ratably decreased by a total of \$20,816 which was re-allocated to the nine LEAs below \$10,000 to bring their allocations up to the \$10,000 threshold. This same process will be used each year for which Title IV, Part A funding is allocated.

G. Title IV, Part B: 21st Century Community Learning Centers

The Title IV, Part B: 21st Century Community Learning Centers (CCLC) program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. Title IV, Part B: 21st CCLC funds may be sub-granted to local education agencies (LEAs), community-based organizations, other public or private entities, or consortia of two or more such agencies, organizations or entities. Priority is given to applications that are jointly submitted by LEAs and community-based organizations or other public or private entities.

During the 2017-2018 school year, a total of 39 eligible organizations received grants from the Title IV, Part B: 21st CCLC program. It was distributed through a competitive application process as follows:

WVDE 2017-2018 Allocation for Title IV, Part B 21st Century Community Learning Centers	
Total State Allocation	\$6,814,866
Average Allocation	\$169,669
Smallest Allocation	\$74,904
Largest Allocation	\$220,000
Median Allocation	\$176,000

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The West Virginia Department of Education (WVDE) will use at least ninety-three percent (93%) of funds allocated for Title IV, Part B to award competitive 21st CCLC grants to provide services to students who attend high-poverty and low-performing schools. Successfully awarded grants will:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

West Virginia will use up to two percent (2%) of the funds allocated for Title IV, Part B to support the administration of the 21st CCLC program through the development of the 21st CCLC application and to award sub-grants through a rigorous grant review process involving highly qualified grant reviewers.

The WVDE will use no more than five percent (5%) of the funds to pay for the following as outlined in Title IV, Part B:

- Monitoring and evaluating programs and activities;
- Providing capacity building, training, and technical assistance;
- Contracting with a Statewide evaluator to collect and report data required by the United States Department of Education and prepare an annual report detailing the overall implementation and outcomes of the current 21st CCLC programs in West Virginia;
- Providing training and technical assistance to eligible entities that are applicants for or recipients of awards;
- Ensuring that any eligible entity that receives an award under this part from the State aligns the activities provided by the program with the challenging State academic standards;
- Ensuring that any such eligible entity identifies and partners with external organizations, if available, in the community;
- Coordinating funds received with other federal and State funds to implement high-quality programs; and
- Providing a list of prescreened external organizations, as described under section 4203(a)(11).

2. **Awarding Sub-grants (ESEA section 4203(a)(4)):** Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The WVDE will award sub-grants through a rigorous competitive peer review process. The WVDE will utilize a review process using individuals with diverse backgrounds and expertise to evaluate applicants. Eligible applicants include LEAs, Community-Based Organizations (CBOs), Faith-Based Organizations (FBOs) and other public or private entities. The WVDE will make awards to applicants that will primarily serve students that attend schools with a high concentration of low-income students. In West Virginia, applications must propose to only serve schools with forty percent (40%) or more of the students enrolled eligible for free or reduced priced meals. Priority will be given to applicants that proposed to serve schools that have been identified as Comprehensive Improvement and Support schools, Targeted Improvement and Support schools, schools that provide services limited to middle school and/or high school students, and applicants who submit jointly with LEAs, public, or private organizations. Additional priority points may be awarded for schools located in specific geographic regions within the State and for first time applicants.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

The purpose of the Title V, Part B, Subpart 2: Rural and Low-Income Schools (RLIS) grant program is to provide rural districts with financial assistance for initiatives aimed at improving student achievement. The grant is non-competitive, and eligibility is determined by statute based on two criteria defined through U.S. Census data:

- Twenty percent (20%) or more of the children ages 5 through 17 served by the LEA are from families with incomes below the poverty line; and
- All of the schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43.

During the 2017-2018 school year, a total of 33 LEAs were eligible for RLIS funding and it was distributed through the State’s Consolidated Elementary and Secondary Education Act (ESEA) Application known as the West Virginia Department of Education Grants and Planning System (WVDE-GPS) as follows:

WVDE 2017-2018 Allocation for Title V, Part B, Subpart 2 Rural and Low-Income Schools	
Total State Allocation	\$2,096,115
Average LEA Allocation	\$63,519
Smallest LEA Allocation	\$18,083
Largest LEA Allocation	\$187,765
Median LEA Allocation	\$50,760

1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The West Virginia Department of Education’s (WVDE) program objectives under RLIS are as follows:

1. Annually, the WVDE will administer the Title V, Part B, Subpart 2 RLIS grant program through the WVDE-GPS allowing all eligible Local Education Agencies (LEAs) to apply for the RLIS supplemental funds to improve student achievement as defined in the State’s Long Term Goals and each LEA’s Strategic Plan Goals.
2. Annually, the WVDE will utilize the LEA and School Strategic Planning Tool within the WVDE-GPS to align allowable RLIS program activities with priorities identified in each RLIS-eligible LEA’s Comprehensive Needs Assessment. Allowable RLIS program activities include:
 - a. Activities authorized under ESEA, Title I, Part A (Improving Basic Programs operated by LEAs)
 - b. Parental engagement activities authorized under ESEA
 - c. Activities authorized under ESEA, Title II, Part A (Improving Teacher Quality State Grants)

- d. Activities authorized under ESEA, Title III (Language Instruction for English Learners and Immigrant Students)
 - e. Activities authorized under ESEA, Title IV, Part A (Student Support and Academic Enrichment)
3. Annually, the WVDE will monitor LEA progress on meeting the LEA's Strategic Plan Goals and LEA/school performance using the Statewide Accountability System.
 4. Annually, the WVDE will utilize Statewide Accountability System data to monitor LEA progress toward meeting challenging State academic standards and provide constructive consultation with LEAs identified with Comprehensive and Targeted Support and Improvement schools to align RLIS expenditures with the LEA's improvement needs.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The WVDE will provide technical assistance to RLIS-eligible LEAs within the State's Consolidated System of Support for District Capacity and School Improvement that is described in Section A, Title I, Part A of this plan. Specific support for RLIS programs will be provided in various ways depending on the needs of each RLIS eligible LEA and may include:

- Technical assistance from the WVDE Office of Federal Programs in the processes to apply for and administer ESEA, Title V, Part B, Subpart 2 RLIS funding. Technical assistance will be delivered through response to direct assistance requests (electronically and in-person), technical support documents, webinars and regional/Statewide meetings.
- Technical assistance from the WVDE Office of School and Student Support in the processes of school improvement including but not limited to the LEA Strategic Plan tool which provides the direction for all ESEA program planning. This office can also provide direct linkages for RLIS eligible LEAs to resources from the WVDE Division of Teaching and Learning and the Division of Career and Technical Education which can provide technical assistance in program delivery and best practices for programs to improve student achievement.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held.

State allocations of Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act are calculated on a formula that is based on the proportion of funds allocated nationally under Title I, Part A of the Elementary and Secondary Education Act (ESEA). The State may reserve up to twenty-five percent (25%) of its allocation for State-level activities and at least seventy-five percent (75%) of the allocation must be awarded in local education agency (LEA) sub-grants on a competitive basis. During the 2017-2018 school year, a total of 18 LEAs were eligible for Title VII, Subtitle B, McKinney-Vento funding and it was distributed through a competitive application process as follows:

WVDE 2017-2018 Allocation for Title VII, Subtitle B	
Total State Allocation	\$434,405
Average LEA Allocation	\$20,000
Smallest LEA Allocation	\$20,000
Largest LEA Allocation	\$20,000
Median LEA Allocation	\$20,000

1. **Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.**

West Virginia Code §18-8-4 designates the attendance directors in each LEA as the local homeless education liaison. Training and resource materials are provided to the local liaisons to assist them in fulfilling their responsibilities to ensure that:

- Homeless children and youth shall have access to the education and other services they need to ensure them an opportunity to meet the same challenging State student academic achievement standards to which all students are held; this is measured by results on both State and local assessments;
- Homeless children and youth are identified by school personnel and through coordination of activities with other entities and agencies;
- Homeless children and youth enroll in, and have full and equal opportunity to succeed in, schools within that LEA;

- The parents or guardians of homeless children are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Public notice of the educational rights of homeless children and youth is disseminated where children and youth receive services under this act, such as schools, family shelters, and food assistance centers;
- Enrollment disputes are mediated in accordance with the enrollment dispute resolution process adopted by the State; and
- The parent or guardian of a homeless child or youth, and any unaccompanied youth, are fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school that is selected.

Specifically, the West Virginia Department of Education (WVDE) monitors each LEA to ensure that they have appropriate strategies in place to identify homeless children and youth and provide them with needed services. These strategies include:

- Professional development programs for teachers, principals and other school leaders to make them aware of the requirements of the McKinney-Vento Homeless Assistance Act and to make them aware of the unique challenges faced by homeless students and the strategies that can be employed to assist these students in achieving educational success;
- Enrollment processes that assist school personnel in the identification of students who may qualify for homeless services that include questions on the LEA's school enrollment form and Homeless Education brochures that are distributed to all students annually to inform families of the available services and how to access them;
- Inclusion of a homeless identifier capability within the West Virginia Education Information System (WVEIS) that allows districts to identify students eligible for homeless education services and track their education progress. This system is designed so that only individuals designated with a need to know this status has user access rights to view and access information related to this identifier;
- Guidance documents that are provided by the SEA and LEAs providing school staff with information on the types of services that may be provided with Title I, Part A and Title VII, Subtitle B funds;
- Guidance documents that are provided by the SEA to promote educational stability through educational services and/or best interest school placement (school-of-origin).

The WVDE assesses the needs of homeless children and youth in the following ways:

- Annual monitoring of Title VII, Subtitle B McKinney-Vento grantees is conducted to determine the needs of homeless students and evaluate how well sub-grantees are meeting those needs;
- Annual review of Title I, Part I funding applications to determine how LEAs are budgeting homeless set-aside funds to provide services for homeless children and youth;
- LEA Title I directors collaborate with LEA Homeless Education Liaisons to determine needs and budget accordingly;
- The WVDE McKinney-Vento Coordinator is a member of the State's Homeless Coalition and participates in several other work-groups for at-risk students and utilizes data collected by various State agencies to determine potential needs of homeless children and youth.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The WVDE promotes collaborative decision-making processes regarding educational stability decisions and articulates such processes in its Joint Guidance on Educational Stability for Homeless Children and Children in Foster Care published by the WVDE and the West Virginia Department of Health and Human Resources in 2017. This guidance spells out the following procedures for the educational stability of homeless children and youth:

Best Interest Determination: The ***School of Residence*** is the school designated for the geographic attendance area that encompasses a child's current residence. All public school students in West Virginia are assigned to a school of residence based on each county school system's attendance area map. The ***School of Origin*** is the school in which a child is enrolled prior to being identified as homeless.

A homeless child's School of Origin may also be their School of Residence after they are displaced from their home due to residential instability. However, homelessness often results in a residence change that is outside a child's original school's attendance area. In these situations, a sudden change in school can lead to educational instability that will result in negative impact on achievement, attendance, behavior as well as emotional and physical well-being. An LEA (in collaboration with families, child welfare agencies and other partners, as appropriate) must ensure that a homeless child remains in his or her School of Origin unless a determination is made that it is not in the child's best interest.

Considerations: When determining a homeless child's best school placement the relevant collaborators should consider multiple factors. Though the specific factors may vary depending on context, relevant collaborators must make a holistic and well-informed determination based on a variety of student-centered factors which include but are not limited to:

- Preferences of the child (when age appropriate);
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the School of Origin, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the School of Origin's climate on the child, including safety;
- The availability and quality of services in the School of Origin to meet the child's educational and social emotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage and age;
- Whether services required in a child's Individual Education Plan (IEP), Section 504 plan of the Rehabilitation Act or English Learner (EL) plan can be maintained at present levels at the School of Residence; and
- Consideration for meeting the immediate short-term need for educational stability while also considering the long-term plan for facilitating a smooth educational transition for the child when housing is stable.

Timeline: The LEA must have processes in place to facilitate the Best Interest Determination as quickly as possible in order to prevent a disruption in educational services for the child. To the extent feasible and appropriate, the LEA must ensure that a child remains in his or her School of Origin while this determination is being made.

Participants: The LEA's relevant collaborators for Best Interest Determinations should be the child (depending on the age and developmental level), the child's family, an LEA homeless liaison, school administration, the child's teachers/counselor and/or other relevant school personnel (i.e. school staff responsible for IEP, EL plans or Section 504 plans), district transportation director, others as deemed appropriate.

Process: The LEA should establish a mechanism through which relevant parties can meaningfully participate in the Best Interest Determination process. The process should be established within the school district and be initiated as soon as possible after a homeless child identification is made.

The McKinney-Vento Act views the School of Origin as the default option to promote educational stability. Families may request the School of Origin or the School of Residence (where the child is living at the time) as their preferred school placement. It is the responsibility of the LEA and relevant collaborators to determine which school placement is in the child's best interest. The LEA must document the Best Interest Determination decision making process and may use sample forms provided by the SEA to do so.

Upon completion of the determination process the LEA shall provide the child's guardian/custodian with the written Notice of Best Interest Determination clearly stating the decided upon school placement and rationale for the decision.

Dispute Resolution: If any of the relevant collaborators do not agree on the appropriate placement, the LEA must facilitate an enrollment dispute resolution procedure as follows:

- Because the initial BID process involves school and district-level decision makers, it is anticipated that the negotiated decision should be agreed upon by all parties. However, if it is impossible to reach agreement, any disputing party may appeal the decision to the WVDE McKinney-Vento Coordinator;
- A homeless student should be enrolled in the school the family has chosen during the resolution process;
- Upon receiving a dispute notification, the WVDE McKinney-Vento Coordinator shall request and review all determination documents from the LEA, conduct interviews as needed, and issue a recommendation to the State Superintendent of Schools. A written decision shall be provided by the State Superintendent's Office within 10 business days of receiving the dispute notification;
- The WVDE McKinney-Vento Coordinator will follow up with the school/LEA 15 business days after the final determination is issued to verify the child's enrollment status.

- 3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.**

The WVDE McKinney-Vento Coordinator and LEA Homeless Education Liaisons inform school personnel (LEA liaisons for homeless children and youth/attendance officers, principals and other school leaders, teachers, enrollment personnel and specialized instructional support personnel), service providers, and advocates working with homeless families of the services and resources that are available to homeless children and youth (including runaway and homeless children and youth) through LEAs. LEA Homeless Education Liaisons are required to coordinate and collaborate with the WVDE, community-based organizations and all school personnel responsible for the provision of education and related services to homeless children and youths (including runaway and homeless children and youth) to ensure that those services are readily accessible and coordinated to meet identified needs. In addition, LEA Homeless Education Liaisons are required to provide evidence that they assist unaccompanied youth in placement or enrollment decisions, including considering the youth's wishes in those decisions, and providing notice to the youth of the right to appeal such decisions under the State's enrollment dispute resolution process.

As part of the WVDE's ESEA Consolidated Monitoring process, LEAs are required to produce evidence of annual Homeless Education professional development offerings for counselors, service personnel and other certified personnel who identify and serve homeless children and youth (including runaway and homeless children and youth).

- 4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:**
- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and**
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.**

i. *West Virginia Board of Education Policy 4110: Attendance*, in Section 5.3.b.10, outlines the responsibilities of the LEA Homeless Education Liaison and specifies in Section 5.3.b.10.H. that they are required to ensure that homeless children and youth receive educational services for which they are eligible, including Head Start and Even Start programs, and preschool programs administered by the LEA. This requirement is further articulated by the WVDE to LEA Homeless Education Liaisons through various forms of documented guidance and technical assistance.

ii. & iii. *West Virginia Board of Education Policy 4110: Attendance* in Section 5.3.b.10.G, outlines the responsibilities of the LEA Homeless Education Liaison to ensure that homeless children and youth enroll in and have full and equal opportunity to succeed in school in their LEA. The WVDE further articulates this requirement through documented guidance and technical assistance. This guidance specifies that homeless children and youth must have access to educational and other services they need to ensure that they have the opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless children and youth are to be provided services comparable to those received by other students under the same eligibility criteria, including: transportation services; Title I or similar State or local programs; special education services; English Learner services; vocational or technical programs; advanced placement; online learning; extracurricular activities; gifted and talented programs; and school nutrition programs. Comparable services also includes the application of any criteria that an LEA may have regarding the transfer of course credits from one school or facility to another school.

The WVDE's ESEA Consolidated Application for Title I, Part A requires LEAs to budget a homeless set-aside amount to fund goods and services identified as necessary to removing barriers to accessing academic and extracurricular activities. For example, the goods and services purchased with these funds enable homeless students to take advanced placement classes, enroll in virtual school classes, and participate in extracurricular activities (including band and sports). Additional funds may also be available to support such activities through McKinney-Vento Grants issued to LEAs through the competitive grant process.

- 5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act):
Provide strategies to address other problems with respect to the education of
homeless children and youth, including problems resulting from enrollment delays
that are caused by—**
- i. requirements of immunization and other required health records;**
 - ii. residency requirements;**
 - iii. lack of birth certificates, school records, or other documentation;**
 - iv. guardianship issues; or**
 - v. uniform or dress code requirements.**

i. Local education agency Homeless Education Liaisons are required to assist homeless children and youth who do not have immunization records at the time of enrollment to either obtain the appropriate immunization/medical documentation or obtain the necessary immunizations.

ii. Once a student is identified as eligible for Homeless Education services, the LEA Homeless Education Liaison communicates with the school regarding the necessity of immediate enrollment, not only to comply with Federal law, but State law as well. The Liaison ensures that the child or youth is immediately admitted to the school in which enrollment is sought and provided with all services for which the student is eligible while the Liaison works to get appropriate documentation.

iii. Local education agency Homeless Education Liaisons are required to work with the child's previous school administrator to obtain any records ordinarily kept by a school as part of the child's student record. These records may include, but are not be limited to, immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. If the student is transferring from any LEA in the State of West Virginia, the records will be available electronically in the WVEIS and the LEA Homeless Education Liaison can quickly make a request of the sending LEA to electronically release the student's record to the enrolling LEA. This process is done manually if the student is transferring from another State.

iv. If enrollment documentation cannot be obtained, an affidavit for missing enrollment documentation is permissible and the WVDE has provided a sample Affidavit Form for LEAs to use. An unaccompanied youth or a homeless student who is not able to reside with his/her parent or guardian is not prevented from enrolling in school. In these situations, a representative of the LEA must complete a Caregiver's Authorization Affidavit to act on behalf of the child's custodian/guardian to facilitate all necessary school enrollment processes.

v. Local education agencies set aside funds within their Title I, Part A budgets to provide homeless students with services that are necessary to eliminate barriers to educational access. Routinely, LEAs utilize these funds to purchase needed clothing required for routine and specialized school participation (including uniforms and/or specialized attire/equipment for certain classes).

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

West Virginia Board of Education Policy 4110: Attendance in Section 5.3.b.10.G, outlines the responsibilities of the LEA Homeless Education Liaison to ensure that homeless children and youth enroll in and have full and equal opportunity to succeed in school in their LEA. This policy is reviewed annually by the WVDE McKinney-Vento Coordinator, in consultation with the LEA Homeless Education Liaisons, to determine if revisions are required. The WVDE further articulates the policy requirements through documented guidance and technical assistance which is reviewed and revised as part of the same annual process.

This guidance specifies that homeless children and youth must be immediately enrolled in school and have full access to educational and other services they need to ensure that they have the opportunity to meet the same challenging State student academic achievement standards to which all students are held. This includes ensuring that homeless student's educational records are obtained from previously attended schools so that any required services are provided to the student and all earned credits are transferred. Guidance related to this provision is reviewed and updated as needed based on the policy and guidance review process.

In addition, LEAs set aside funds within their Title I, Part A budgets to provide homeless students with services that are necessary to eliminate barriers to educational access. Routinely, LEAs utilize these funds to pay student fees and fines so that these don't create barriers to accessing education opportunities. The provision of this budget item is part of the annual Title I, Part A funding application review; no LEA will receive approval of their funding application without creating this budget set-aside.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

West Virginia Board of Education Policy 4110: Attendance in Section 5.3.b.10.G, outlines the responsibilities of the LEA Homeless Education Liaison to ensure that homeless children and youth enroll in school and have full and equal opportunity to succeed in school. This entitles them to the same assistance from counselors as all other students. This includes college advisory and preparation services including, but not limited to, assistance with college applications, providing documentation to colleges confirming the student's homeless status and their eligibility for postsecondary homeless education services, assistance with FAFSA applications, assistance with registration and preparation for college entrance exams, and assistance with scholarship searches and application processes.

As part of the ESEA Consolidated Monitoring process, LEAs provide documentation and respond to interview questions related to the provision of professional development offerings for counselors related to the services they should be providing to homeless children and youth. In addition, counselors are made aware that the LEA's Title I, Part A, Homeless set-aside funds may be used to pay for student fees related to college entrance exams and college applications and that they should coordinate with the LEA's Title I Director to make arrangements to use these funds when an eligible student has such a need.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State’s response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State’s measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

Measures of Interim Progress for Academic Performance Rates in English/Language Arts

Subgroup	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Long-Term Graduation Rate Gap	Interim Annual Progress
All Students	60.2%	61.6%	63.1%	64.5%	65.9%	67.3%	68.7%	70.1%	71.5%	72.9%	74.4%	75.8%	77.2%	78.6%	80.0%	19.8%	1.4%
White	60.7%	62.1%	63.4%	64.8%	66.2%	67.6%	69.0%	70.3%	71.7%	73.1%	74.5%	75.9%	77.2%	78.6%	80.0%	19.3%	1.4%
Black or African American	50.8%	52.9%	55.0%	57.1%	59.2%	61.3%	63.3%	65.4%	67.5%	69.6%	71.7%	73.8%	75.8%	77.9%	80.0%	29.2%	2.1%
Multiple Race	57.2%	58.9%	60.5%	62.1%	63.7%	65.4%	67.0%	68.6%	70.2%	71.9%	73.5%	75.1%	76.7%	78.4%	80.0%	22.8%	1.6%
Hispanic or Latino	56.8%	58.4%	60.1%	61.7%	63.4%	65.1%	66.7%	68.4%	70.0%	71.7%	73.4%	75.0%	76.7%	78.3%	80.0%	23.2%	1.7%
Asian	79.7%	79.7%	79.7%	79.7%	79.8%	79.8%	79.8%	79.8%	79.9%	79.9%	79.9%	79.9%	80.0%	80.0%	80.0%	0.3%	0.0%
American Indian/Alaskan	55.2%	56.9%	58.7%	60.5%	62.3%	64.0%	65.8%	67.6%	69.4%	71.1%	72.9%	74.7%	76.5%	78.2%	80.0%	24.8%	1.8%
Pacific Islander	66.3%	67.2%	68.2%	69.2%	70.2%	71.2%	72.1%	73.1%	74.1%	75.1%	76.1%	77.1%	78.0%	79.0%	80.0%	13.8%	1.0%
Economically Disadvantaged	50.9%	53.0%	55.0%	57.1%	59.2%	61.3%	63.4%	65.4%	67.5%	69.6%	71.7%	73.8%	75.8%	77.9%	80.0%	29.1%	2.1%
Children with disabilities	33.3%	36.6%	40.0%	43.3%	46.6%	50.0%	53.3%	56.7%	60.0%	63.3%	66.7%	70.0%	73.3%	76.7%	80.0%	46.7%	3.3%
English Learner	55.8%	57.5%	59.3%	61.0%	62.7%	64.5%	66.2%	67.9%	69.6%	71.4%	73.1%	74.8%	76.5%	78.3%	80.0%	24.2%	1.7%

Measures of Interim Progress for Academic Performance Rates in Mathematics

Subgroup	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Long-Term Graduation Rate Gap	Interim Annual Progress
All Students	53.0%	54.9%	56.9%	58.8%	60.7%	62.7%	64.6%	66.5%	68.4%	70.4%	72.3%	74.2%	76.1%	78.1%	80.0%	27.0%	1.9%
White	53.4%	55.3%	57.2%	59.1%	61.0%	62.9%	64.8%	66.7%	68.6%	70.5%	72.4%	74.3%	76.2%	78.1%	80.0%	26.6%	1.9%
Black or African American	43.1%	45.7%	48.4%	51.0%	53.6%	56.3%	58.9%	61.5%	64.2%	66.8%	69.5%	72.1%	74.7%	77.4%	80.0%	36.9%	2.6%
Multiple Race	51.4%	53.5%	55.5%	57.6%	59.6%	61.6%	63.7%	65.7%	67.8%	69.8%	71.8%	73.9%	75.9%	78.0%	80.0%	28.6%	2.0%
Hispanic or Latino	48.9%	51.1%	53.3%	55.6%	57.8%	60.0%	62.2%	64.4%	66.7%	68.9%	71.1%	73.3%	75.6%	77.8%	80.0%	31.1%	2.2%
Asian	76.6%	76.8%	77.1%	77.3%	77.6%	77.8%	78.0%	78.3%	78.5%	78.8%	79.0%	79.3%	79.5%	79.8%	80.0%	3.4%	0.2%
American Indian/Alaskan	50.3%	52.4%	54.6%	56.7%	58.8%	60.9%	63.0%	65.2%	67.3%	69.4%	71.5%	73.6%	75.8%	77.9%	80.0%	29.7%	2.1%
Pacific Islander	62.8%	64.0%	65.3%	66.5%	67.7%	69.0%	70.2%	71.4%	72.6%	73.9%	75.1%	76.3%	77.5%	78.8%	80.0%	17.2%	1.2%
Economically Disadvantaged	45.2%	47.6%	50.1%	52.6%	55.1%	57.6%	60.1%	62.6%	65.1%	67.6%	70.0%	72.5%	75.0%	77.5%	80.0%	34.8%	2.5%
Children with disabilities	33.7%	37.0%	40.3%	43.6%	46.9%	50.2%	53.5%	56.8%	60.2%	63.5%	66.8%	70.1%	73.4%	76.7%	80.0%	46.3%	3.3%
English Learner	53.2%	55.1%	57.0%	58.9%	60.9%	62.8%	64.7%	66.6%	68.5%	70.4%	72.3%	74.3%	76.2%	78.1%	80.0%	26.8%	1.9%

B. Graduation Rates

Measures of Interim Progress for 4-year Cohort Graduation Rates

Subgroup	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Long-Term Graduation Rate Gap	Interim Annual Progress
Total	89.8%	90.2%	90.6%	90.9%	91.3%	91.7%	92.0%	92.4%	92.8%	93.1%	93.5%	93.9%	94.3%	94.6%	95.0%	5.2%	0.4%
White	89.9%	90.3%	90.7%	91.0%	91.4%	91.7%	92.1%	92.5%	92.8%	93.2%	93.5%	93.9%	94.3%	94.6%	95.0%	5.1%	0.4%
Black or African American	87.7%	88.3%	88.8%	89.3%	89.8%	90.3%	90.9%	91.4%	91.9%	92.4%	92.9%	93.5%	94.0%	94.5%	95.0%	7.3%	0.5%
Multi-Racial	84.2%	85.0%	85.8%	86.6%	87.3%	88.1%	88.9%	89.6%	90.4%	91.2%	91.9%	92.7%	93.5%	94.3%	95.0%	10.8%	0.8%
Hispanic or Latino	89.0%	89.5%	89.9%	90.3%	90.8%	91.2%	91.6%	92.1%	92.5%	92.9%	93.3%	93.8%	94.2%	94.6%	95.0%	6.0%	0.4%
Asian	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	0.0%	0.0%
American Indian/Alaskan	88.0%	88.5%	89.0%	89.5%	90.0%	90.5%	91.0%	91.5%	92.0%	92.5%	93.0%	93.5%	94.0%	94.5%	95.0%	7.0%	0.5%
Pacific Islander	100.0%	--	--	--	--	--	--	--	--	--	--	--	--	--	95.0%	--	--
Economically Disadvantaged	83.7%	84.5%	85.3%	86.1%	86.9%	87.7%	88.5%	89.3%	90.1%	90.9%	91.8%	92.6%	93.4%	94.2%	95.0%	11.4%	0.8%
Special Education	76.9%	78.2%	79.5%	80.8%	82.1%	83.4%	84.7%	86.0%	87.3%	88.6%	89.9%	91.2%	92.5%	93.8%	95.0%	18.1%	1.3%
English Language Learner	92.7%	92.8%	93.0%	93.2%	93.3%	93.5%	93.7%	93.9%	94.0%	94.2%	94.4%	94.5%	94.7%	94.9%	95.0%	2.3%	0.2%

C. Progress in Achieving English Language Proficiency

Measures of Interim Progress for Achieving English Language Proficiency

Subgroup	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Long-Term Graduation Rate Gap	Interim Annual Progress
Total	33.4%	37.0%	40.6%	44.2%	47.7%	51.3%	54.9%	58.5%	62.1%	65.7%	69.2%	72.8%	76.4%	80.0%	46.6%	3.6%