
State of West Virginia ESEA Flexibility Request Window 3



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Paperwork Burden Statement

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in “Window 3” (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. **Resources:** Resources necessary to complete the key activities, including staff time and additional funding.

6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/eSEA/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address: ESEAFlexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Paul S. Brown, Acting Director
 Student Achievement and School Accountability Programs
 U.S. Department of Education
 400 Maryland Avenue, SW, Room 3W320
 Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

The submission due date for Window 3 is September 6, 2012.

TECHNICAL ASSISTANCE FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

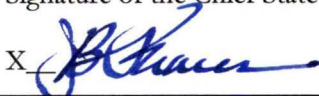
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LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	154
2	Comments on request received from LEAs (if applicable)	160
3	Notice and information provided to the public regarding the request	179
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	189
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	207
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	224
9	Table 2: Reward, Priority, and Focus Schools	226
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A
12	Appendix 1: Additional Details Regarding Principle 1B	231
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: West Virginia Department of Education	Requester's Mailing Address: 1900 Kanawha Boulevard East Charleston, WV 25305
State Contact for the ESEA Flexibility Request Name: Robert E. Hull Position and Office: Associate Superintendent Contact's Mailing Address: 1900 Kanawha Boulevard East Charleston, WV 25305 Telephone: 304-558-8098 Fax: 304-558-1834 Email address: rhull@access.k12.wv.us	
Chief State School Officer (Printed Name): James B. Phares, Ed.D.	Telephone: 304-558-2681
Signature of the Chief State School Officer: X 	Date: May 13, 2013
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- ☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- ☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- ☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- ☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- ☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- ☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.
- ☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☒ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

ASSURANCES

By submitting this request, the SEA assures that:

- ☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- ☒ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- ☒ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- ☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- ☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- ☐ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- ☒ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- ☒ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)
- ☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- ☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- ☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any

comments it received from LEAs (Attachment 2).

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☒ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☒ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

INTRODUCTION AND BACKGROUND

The following section provides a brief description of how West Virginia meaningfully engaged and solicited input on its request from (a) teachers and their representatives and (b) other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

PUBLIC INVOLVEMENT IN THE DEVELOPMENT OF WEST VIRGINIA’S ESEA FLEXIBILITY REQUEST

The West Virginia Department of Education (WVDE) has spent several months nurturing meaningful communication and feedback from educational stakeholders, parents, law makers and the community regarding the plan set forth in West Virginia’s Elementary and Secondary Education Act (ESEA) Flexibility Request.

West Virginia commenced our ESEA Flexibility Request in February 2012 during a public event at the Capitol Complex. The WVDE joined with students, teachers, health and wellness programs, lawmakers, teacher unions and many other public education stakeholders to recognize the hard work and dedication of school systems across the state and to celebrate the decision to apply for flexibility from several of the restrictive provisions of ESEA. At this event, education stakeholders shared their support for submitting the Request and their commitment to public education <https://wvde.state.wv.us/news/2495/>.

Since that time, an integrated approach to public outreach about the state’s ESEA Flexibility Request and the three reform principles has been paramount. Press releases, conferences, professional development, public presentations, media interviews and articles, videos and public websites have been developed to provide outreach related to West Virginia’s Flexibility Request.

The site <http://wvde.state.wv.us/waiver/>, established in January 2012, served as a springboard for informing Local Education Agencies (LEA) of our decision to pursue a waiver to freeze West Virginia’s Annual Measurable Objectives (AMOs) for reading/language arts and mathematics to the levels approved in the state’s Accountability Workbook for the 2010 – 2011 school year. LEAs broadly supported this essential stop gap measure as West Virginia worked toward crafting our request. The WVDE also requested input from LEAs on the WVDE’s broader ESEA Flexibility Request via this site.

In addition, as part of the state’s ESEA Flexibility Request outreach plan the WVDE began meeting with the Title I Committee of Practitioners (COP) in March 2012 to share an outline of West Virginia’s plans and expectations regarding its request. On August 22, 2012, the WVDE met again with the COP to share a draft of the request and solicit additional direction and feedback prior to submission.

The WVDE has also engaged our state’s law makers in conversations about the ESEA Flexibility Request. Governor Earl Ray Tomblin, along with the state’s congressional representatives in Washington D.C. were briefed on the contents of the Request and encouraged to provide suggestions for improvement prior to submission.

West Virginia’s teacher and principal organizations have also been included in the development of this Request. Input from these representatives has been integral as the WVDE developed our plan to address the three reform principles. Further, all teacher organizations have been asked to share information about the request with their members via newsletters and listservs.

The West Virginia Board of Education (WVBE) has taken a central role in supporting and communicating aspects of the ESEA Flexibility Request. The three ESEA Reform principles have been featured eight times on monthly board agendas. The meetings are attended by the public and the media and information about the topics was placed on the WVDE's main website.

Perhaps most significantly, West Virginia has solicited continuous two-way communication regarding the development of our ESEA Flexibility Request via an online comment option provided to stakeholders statewide at <http://wvde.state.wv.us/policies/esea.html>. West Virginia posted an extended executive summary of our request via this site in early August 2012 and provided the complete draft of our ESEA Flexibility Request at three week-long intervals for public comment. Version 1.0 was provided on August 10, 2012, Version 2.0 on August 17, 2012, and Version 3.0 on August 24, 2012. The site featured an embedded commentary feature whereby any member of the public or visitor to the site could provide input regarding the state's plan to address each principle included in the Request (See Attachment 1).

The online comment option was promoted among every media outlet in West Virginia, sent to every Parent Teacher Association president, to all of the state's 25,000 teachers and representatives of West Virginia's major teacher organizations, to all county superintendents, chief instructional leaders, curriculum directors, special education directors, county test coordinators, to every county board member in our 55 county school districts, to student organizations, to the state's minority communities, to West Virginia law makers and statewide business organizations. The link was also sent to representatives from the WV Advisory Council for the Education of Exceptional Children, the WV Autism Training Center, and the WV Developmental Disabilities Council. Feedback from this online option is included in Attachment 2. All public comments were reviewed and appropriate items were incorporated into the final Request prior to submission.

The remainder of this section provides a brief description of the major avenues through which West Virginia's education stakeholders were involved in the planning and development of the specific strategies proposed within this Request to address each reform Principle.

STAKEHOLDER COLLABORATION IN THE DEVELOPMENT OF WEST VIRGINIA'S PLANS RELATED TO PRINCIPLE 1

After the WVBE adopted the Common Core State Standards (CCSS) in May 2010, the WVDE spent months collaborating with K-12 teachers from across the state and higher education representatives to incorporate the common core into West Virginia's standards framework. The result of their work was the West Virginia Next Generation Content Standards and Objectives (hereafter WV Next Generation CSOs). The process of reviewing and adopting the state's Next Generation CSOs included countless hours of discussion regarding the implications for teachers, administrators, parents, and students.

As final versions of the standards were completed, they were taken to the WVBE for public comment and approval. A rollout plan was developed and began in summer 2011, with West Virginia's kindergarten teachers participating in the Teacher Leadership Institute (TLI). During the weeklong professional development sessions, teachers delved deep into understanding the standards and the evolution of teaching. These teachers were responsible for returning to their counties and providing training to all kindergarten teachers in their region. The new standards were implemented in kindergarten classrooms beginning in the fall of 2011.

Fourth and ninth grade teachers participated in similar sessions during the summer 2012 TLI sessions. They are expected to launch the standards in their classrooms in the fall of 2012. A comprehensive overview of the professional development and implementation schedule for the WV Next Generation CSOs is included in this Request.

Every aspect of the development of the state's Next Generation Standards has been communicated to educators, parents and the general public through press releases, speeches, public appearances, articles and the development of a website dedicated to the standards. The site, located at <https://wvde.state.wv.us/next-generation/>, serves as an information hub for teachers, parents, students and all other education stakeholders regarding the standards. It includes testimonials from teachers learning to implement the new standards and frequently asked questions (FAQs) about the instructional implications of the standards. The site also includes the state's rollout plan for professional development and implementation of the new standards.

STAKEHOLDER COLLABORATION IN THE DEVELOPMENT OF WEST VIRGINIA'S PLANS RELATED TO PRINCIPLE 2

In April 2012, the WVDE established the Accountability and Accreditation Stakeholders Advisory Committee (AASAC) to discuss components central to Principle 2 of the ESEA Flexibility Request. This group includes representatives from the WVBE, WVDE, teachers, administrators, education agency representatives, district staff, Institutions of Higher Education (IHEs) and Regional Education Service Agency (RESA) staff.

On May 2, 2012 the AASAC met to discuss the philosophical underpinnings for a revised accountability system. The AASAC discussed their desire for the development of an Accountability Index including measures of student achievement, student growth, achievement gaps among subgroups of students, and graduation/attendance rates. This discussion involved a consideration of which components were necessary to identify high and low performing schools and what obstacles including current state code must be navigated in order to implement a system aligned to the stakeholders' vision.

The AASAC then met again on June 18, 2012 to review school performance upon the proposed Accountability Index measures. The group examined these data and made a recommendation for index weights based upon several potential Accountability Index scenarios. At this meeting, the stakeholders also provided their philosophical rationale for the weighting of various Index components.

The committee met again on July 26, 2012 to delve deeper into issues related to index scenarios, discussing the application of the Index among various programmatic levels schools and to make recommendations for a variety of areas including reporting, intervention in schools identified as unsatisfactory upon the Index, and rewards for high performing schools.

The AASAC was convened one last time on August 29 to review a final draft of the state's ESEA Flexibility Request prior to submission. The group was also solicited to provide feedback on the final Flexibility Waiver via the aforementioned online comment process.

Furthermore, on August 15, 2012, the WVDE convened a diverse group of building administrators and LEA staff with the goal of engaging in a small-scale standard setting process to develop the initial Annual Measurable Objectives (AMO) and trajectories for the proposed accountability system. This group provided direction to the WVDE in the operational definitions for each school classification as well as the trajectory for improvement over time. The final AMOs targets and school classifications were provided to this group for feedback prior to submission of the state's ESEA Flexibility Request.

The WV Federal Programs Committee of Practitioners was also convened in July 2012 to review and make suggestions for incorporation into the Differentiated System of Accountability, Recognition and Supports. During this process, the committee provided suggestions to strengthen the proposed rewards and interventions that would be made available to schools. The committee added tremendous insight into the

practical application of the proposals for recognition and support. The proposal was changed to address their issues of concern.

STAKEHOLDER COLLABORATION IN THE DEVELOPMENT OF WEST VIRGINIA'S PLANS RELATED TO PRINCIPLE 3

The development of the state's revised Educator Evaluation System has been an ongoing project involving intense collaboration among a variety of stakeholders. In 2009, a task force comprised of WVDE representatives, teachers, county school and building administrators, teacher organization representatives, higher education representatives and legislative liaisons convened to develop the West Virginia Professional Teaching Standards. Following a national review by experts and researchers, the standards were adopted by the WVDE and formed the framework for Standards 1-5 of the educator evaluation system.

In 2010, following the U.S. Department of Education requirement that states begin work on a revised teacher evaluation system in order to receive stimulus and ARRA funds, West Virginia launched three separate task forces. The three groups began work on the new teacher, principal and counselor evaluation systems. The task forces were comprised of teachers, counselors, principals, superintendents, teacher organizations, higher education and other key stakeholders. During this process, the stakeholders identified a series of rubrics and measures to operationalize Standards 1 – 5, and developed the methodology for a sixth standard, entitled *Student Learning*. This sixth standard is the outcome-based component of the educator evaluation system which includes as a significant factor, student growth as evidenced by multiple measures.

During the 2011-12 school year, the Educator Evaluation System was piloted in twenty-five schools. The WVDE and educator evaluation task forces received multiple recommendations from stakeholders during the pilot and are currently in the process of compiling research results from the pilot study. In addition, the three task forces united during the pilot to form one group called the Educator Evaluation Task Force.

As we move into the 2012-13 school year, West Virginia's school district representatives have identified 136 schools to serve as demonstration sites for the new Educator Evaluation System. The demonstration schools consist of the 25 original pilot schools, and 111 additional schools. During school year 2012-13, every educator in each of the demonstration schools will participate in an expanded research study that further broadens stakeholder input into the revision process.

Meanwhile, the Educator Evaluation Task Force continues to meet and make recommendations based on the feedback provided by teachers and principals.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☒ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

It is our pleasure to submit this ESEA Flexibility Request on behalf of the West Virginia Department of Education and the West Virginia Board of Education. This request represents the work of hundreds of stakeholders involved in the development process over the past several months. It is our belief that the implementation of the initiatives outlined in this proposal will elevate the effectiveness of all schools in West Virginia and propel student achievement to a much higher level.

We are proposing an ambitious timeline for statewide implementation of College- and Career-Ready Expectations and Assessment for all students. In 2010, our state took bold action by adopting the Common Core State Standards (CCSS) and adapting them into the West Virginia framework, labeling these standards “The West Virginia Next Generation Content Standards and Objectives.” Likewise, we are working with a consortium of states to develop and adopt a set of CCSS-aligned English language proficiency (ELP) standards, and we have begun the process of adopting the Common Core Essential Elements (CCEE) as our college- and career-ready expectations for students with significant cognitive disabilities.

This Flexibility Request includes our plan to provide a robust system of professional development, technical assistance and direct support to enable teachers and principals to teach in and lead schools in which all students achieve at high levels. We have also set forth plans to reinvigorate our assessment system by adding a variety of additional common-core aligned items and prompts in the coming years to ensure teachers have the tools necessary to gauge students’ mastery of the new standards. We also provide plans to continue and accelerate our involvement as a governing state on the Smarter Balanced Assessment Consortium and as a member of the Dynamic Learning Maps Alternate Assessment Consortium to prepare for full administration of the new assessments by the 2014-15 school year.

As we move toward full implementation of the new standards and assessments, we also realize the importance of redefining current accountability metrics to reinforce our expectations that all students are prepared for college and career. That is why within this Request, West Virginia is proposing an innovative and multifaceted accountability system which provides a system of differentiated recognition and support based upon multiple measures, including assessments that are benchmarked to national/international expectations. The proposed accountability system will utilize a new measure, the West Virginia Accountability Index which includes data on student achievement and growth in mathematics and reading/language arts, achievement gaps for subgroups, and attendance/graduation rates to identify six primary designations of schools: (1) *Priority*, (2) *Support*, (3) *Focus*, (4) *Transition*, (5) *Success* and (6) *Reward*. This application outlines specific interventions and supports that must be enacted by the SEA, LEAs, and schools that do not meet the *Success* designation. Additional interventions and supports are described for the state’s persistently lowest achieving schools, labeled *Priority* schools and those schools that exhibit persistent achievement gaps, labeled *Focus* schools. A system of recognition for the state’s highest achieving and highest progress schools, labeled *Reward* schools, are also described.

The proposed accountability system also includes a rigorous yet attainable set of proficiency-based Annual Measureable Objectives (AMOs) for mathematics and reading/language arts against which student performance will be benchmarked and reported annually. The proposed AMOs are anchored by

stakeholders' recommendations and set forth policy expectations for LEAs and schools that ensure the education of all students shall remain a priority during this transition. Schools that fail to meet the AMOs, regardless of their classification among the four levels or their designations as *Focus*, *Priority*, or *Reward* schools, must report this failure publically and more importantly, must take immediate actions to increase achievement for the students not meeting the AMOs.

Sweeping changes to our school level accountability system will also require dramatic increases in the quality of instruction and leadership provided by the state's education professionals. That is why West Virginia is committed to undergoing a complete transformation of our educator and school leader evaluation systems. West Virginia has co-developed new evaluation systems for both groups in collaboration with educator and principal advocacy organizations and we are in the process of piloting the new systems both of which incorporate multiple measures including student growth data as a significant factor. The outcomes of these evaluation systems will drive continuous improvement by better identifying educator effectiveness and helping to frame discussions about improving the quality of our education workforce.

West Virginia has established an ESEA Flexibility Request Implementation Task Force comprised of SEA level staff and other representatives. The cross-office task force will meet at regular intervals beginning during the peer review process to discuss adjustments to our proposed plan, to set and measure progress toward key goals related to the implementation of the plans outlined in this request, and to develop a communications outreach plan based upon this proposal. We will engage existing stakeholder groups such as the Accountability and Accreditation Stakeholders Advisory Council (AASAC), Educator Evaluation Task Force, and other LEA groups such as Chief Instructional Leaders, County Superintendents, and the WVBE to ensure all groups are on the same page regarding the plans outlined herein.

An integral part of the implementation plan will be the involvement of the State Superintendent's LEA Advisory Council which meets monthly and is comprised of district superintendents, Regional Education Service Agency (RESA) Directors, and State Board of Education members. This Council will serve as the conduit of communication with the LEA leadership teams and will advise the SEA on effective means of communication with the 55 districts on the state. In addition, quarterly meetings, either virtual or face-to-face, will be held with district leadership teams throughout the implementation period of the components of this Request. The SEA will be responsive to the needs of these various stakeholder and advisory groups by providing professional development, technical support, and direct services to all districts as needed.

The revisions to the key systems outlined in the Request will provide the impetus for ensuring that by 2020, all students are taught in highly effective schools, thus assuring that all West Virginia students are college-career- and citizenship ready.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

INTRODUCTION AND BACKGROUND

In May 2010, the West Virginia Board of Education (WVBE) unanimously adopted the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and the CCSS for Mathematics [see Attachment 4]. West Virginia immediately began transitioning toward full implementation of the standards.

In September 2010, the West Virginia Department of Education (WVDE) convened 85 stakeholders, representing K-12 public education teachers and higher education faculty specializing in English language arts (ELA), reading, and mathematics. After studying the CCSS for approximately six months, they agreed

that the content and expectations in these rigorous standards were sufficient and that West Virginia would not need to add any content to the CCSS prior to integrating them into the state's framework. This stakeholder group then placed the CCSS into a standards framework familiar to West Virginia teachers. The group included academic performance descriptors to be used by teachers, students, and parents. The mathematics stakeholders placed the CCSS into the recommended integrated framework and developed new, more integrated high school mathematics courses: Math I, Math II, Math III, and Math IV. The stakeholder group titled the standards *The Next Generation Content Standards for English Language Arts and Literacy* and *The Next Generation Content Standards for Mathematics in WV Public Schools* (hereafter, WV Next Generation CSOs). Educators and the public can explore these standards interactively via the WVDE's Teach 21 website: http://wveis.k12.wv.us/Teach21/public/ng_cso/NG_CSO.cfm.

As further evidence of West Virginia's commitment to the CCSS, in January 2011, the WVBE unanimously approved a rigorous schedule for implementing the WV Next Generation CSOs for ELA, literacy, and mathematics [see Attachment 4].

The WVDE's Office of Instruction subsequently developed a professional development roll-out plan to support the statewide transition to the new standards. Professional development for grades K, 1, 4, 5, and 9 is complete, and professional development for all grades will be complete by School Year 2013-14, ensuring that teaching and learning aligned with the new standards shall take place in all public schools in West Virginia for all students, including English language learners, students with disabilities, and low-achieving students. The content of this professional development schedule and the rationale for West Virginia's staggered rollout is further detailed below in the section labeled *"Professional Development and Supports for All Teachers."*

Throughout the following sections of our response to Principle 1.B, we provide a series of detailed narratives of activities West Virginia has already completed as well as those activities we plan to carry out through school year 2014-15 in order to support transition to College and Career-Ready standards and CCSS-aligned assessment for all students. It should be noted that we have also developed a succinct tabular representation of the milestones and timeline, parties responsible, evidence, resources, and significant obstacles for each of the 10 major subsections detailed below. This information can be found in Tables 1-1 through 1-10 in Appendix 1. Where appropriate, we make reference to these Tables in text. We encourage reviewers to view these tables while reading the narrative.

ALIGNMENT OF THE WEST VIRGINIA 21ST CENTURY CSOs TO THE CCSS

Following the state's adoption of the CCSS, the WVBE directed the WVDE to study the new standards and to produce a document detailing the degree of alignment between the CCSS and the current standards, as set forth in WVBE Policies 2520.1 and 2520.2: *The West Virginia 21st Century Standards for Reading English Language Arts and Mathematics in West Virginia Schools* (hereafter, WV 21st Century CSOs). The resulting crosswalks detail the degree of change represented by the CCSS. The grade-level crosswalks are available to stakeholders as standalone documents: <http://wvde.state.wv.us/teach21/Crosswalks.html>.

WVDE staff used the crosswalks to identify gaps within the instructional materials for each grade level and then contracted with classroom teachers to design quality instructional materials to eliminate these gaps. The crosswalks also helped inform the professional development modules. These materials were posted to the Teach 21 website to assist all West Virginia classroom teachers with implementing the WV Next Generation CSOs.

For more information about tasks related to the alignment of the WV 21st Century CSOs to the CCSS see Table 1-1 in Appendix 1.

LINGUISTIC DEMANDS OF THE WV NEXT GENERATION CSOs AND THE DEVELOPMENT OF CORRESPONDING ELP STANDARDS

West Virginia is committed to providing English language learners (ELLs) with access to content that aligns with the state's college- and career-ready standards. WVBE Policy 2417 defines the expectations for programs of study that help improve the English language proficiency (ELP) of these students. Relevant to the policy are the embedded *English Language Proficiency Standards and Objectives for West Virginia Schools*. Pursuant to guidance from NCLB, Title III, Part A, Sec. 3113(b)(2), the ELP standards will be revised in spring 2014 to reflect the linguistic demands of the recently adopted WV Next Generation CSOs.

As a precursor to developing new ELP standards, West Virginia has partnered with 15 other states, the Assessment and Accountability Comprehensive Center (AACC) at WestEd, the Mid-Atlantic Comprehensive Center (MACC) at The George Washington University, and the Council of Chief State School Officers (CCSSO) to examine current ELP/English language development (ELD) standards systematically. The objectives for this partnership, identified as the State Collaborative on English Language Acquisition (SCELA), are to provide information that helps states develop common ELP expectations that correspond to the CCSS and to identify similarities and differences across the states' standards to inform considerations for "common" or "coordinated" ELP/English language development (ELD) state standards. SCELA has issued initial results indicating the alignment between the states' current ELP standards and the CCSS for ELA, literacy, and mathematics.

In addition to the SCELA partnership, West Virginia continues to review other emerging research that will inform the development of new state ELP standards. *The Framework for the Creation and Evaluation of English Language Proficiency (ELP) Standards Corresponding to the Common Core State Standards and Next Generation Science Standards*, developed by the CCSSO, communicates to stakeholders the language practices, knowledge, and skills that ELLs must acquire to meet the more rigorous expectations of the CCSS and Next Generation Science Standards. As a member of the CCSSO-sponsored State Collaborative on Assessment and Student Standards (SCASS) for ELLs, West Virginia is provided access to this framework, which has been identified as the guiding document for the development of new common state EL standards.

In June 2012, West Virginia formalized a commitment to join the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium. ELPA21—a partnership of 10 states, Stanford University, and the CCSSO – submitted a proposal to improve the assessment instruments and systems that states use to measure the development of students' ELP. As a preliminary activity, the ELPA21 will develop and implement a set of ELP standards that correspond to the CCSS in ELA & literacy and mathematics. The SCELA analysis and the CCSSO framework will be the foundations for a final set of agreed-upon consortium ELP standards.

As a conditional element of participation in the ELPA21 consortium, West Virginia will conduct a state review of the common ELP standards when a finalized draft is made available in the winter of 2013. A committee of stakeholders from across the state will vet these standards, and the feedback will be used to finalize a set of state ELP standards, which the WVDE will use as a basis for revising WVBE Policy 2417. This will be presented to the WVBE for approval and adoption by spring of 2014. The committee will comprise representatives of local education agencies (LEAs), institutions of higher education (IHEs), Regional Education Service Agencies, regional collaborative organizations, professional educator associations, and communities. The state will collaborate with local and regional entities to afford practitioners from across the state to learn about the newly adopted state ELP standards. Additional ongoing, job-embedded professional development will follow the initial launch to support comprehensive

statewide implementation.

For more information about tasks related to assessing the linguistic demands of the CCSS and the development of corresponding ELP standards see Table 1-2 in Appendix 1.

LEARNING AND ACCOMMODATION FACTORS FOR STUDENTS WITH DISABILITIES

The WV Next Generation CSOs are robust and relevant and reflect the knowledge and skills that all young people will need for success in college and careers. The manner for demonstrating mastery of these fewer, clearer, and higher standards will be very different from current methods. Students will be required to use higher-order thinking skills, apply what they have learned to unique situations, and bring together knowledge from a variety of content areas to solve problems. Students will be expected to engage in performance-based events, some of which will take place over extended periods of time. The most significant challenge will be in preparing and further developing the knowledge and skills of not only special educators, but all teachers who are sharing the instructional responsibilities for students with disabilities. West Virginia will provide a high-quality system of supports for these educators to ensure their students have equitable access to the WV Next Generation CSOs, the Common Core Essential Elements (CCEE) and their related assessment systems.

IDENTIFICATION OF LEARNING AND ACCOMMODATION FACTORS FOR STUDENTS WITH DISABILITIES

Accommodations for Teaching and Learning

In 2010-11, four coordinators from the WVDE's Office of Special Programs joined teacher leaders from across the state in a yearlong extensive analysis of the CCSS, led by the WVDE's Office of Instruction. These coordinators worked with the ELA and mathematics standards and interacted with teachers from all programmatic levels. The coordinators identified the expectations and challenges inherent in the new standards and began designing instructional materials and supports to fill the gaps for special education students and teachers.

The target topics include vocabulary, differentiation, scaffolding, Universal Design for Learning, cognitive strategies, accessible instructional materials, progress monitoring, and formative assessments. All of these areas have been selected based on critical issues identified in current research and the state of current practice in West Virginia. Each topic will be presented to LEAs in a blended format, providing current information and guided experiences that deepen understanding and result in accessible standards-aligned instruction. Pairs of coordinators in the Office of Special Programs have been assigned to each of the previously identified areas and are studying current research and recommendations. Information is presently being drafted into a suitable presentation format for LEAs and schools. A vetting process is planned for the 2012-13 school year.

Further, in 2012 professional staff of the Office of Special Programs attended the WVDE's Teacher Leadership Institute professional development. For one week these staff members sat side by side with teachers and administrators from across the state and studied the WV Next Generation CSOs. Based on this experience, the Office of Special Programs plans to conduct debriefing conversations to identify additional needs of special educators as they transition to these standards and identify the implicit changes that will impact their teaching. This will ensure that the staff thoroughly understands the new standards and can provide high-quality support to LEAs and schools.

Finally, the state's online Individualized Educational Program (IEP) currently contains a link to the

Teach21 CSO search engine—from which IEP teams can access the most up-to-date standards, including the WV Next Generation CSOs and *The West Virginia Extended Academic Content Standards*. Augmentations to the online IEP are anticipated to be conducted on an as-needed basis to support CCSS and CCEE adoption/implementation.

Accommodations for the Assessment of Learning

The West Virginia Department of Education Offices of Assessment and Accountability and Research have established and embarked upon an ambitious and comprehensive research agenda to address the appropriateness and impact of accommodations identified for students with disabilities and English language learners (ELLs). The research agenda also sets a goal of empirically determining the comparability of test scores for students from both accommodated and non-accommodated conditions and the impact of the assessment accommodations upon student performance.

This challenging work began in 2006 with the publication of *“Special Education Testing Accommodations in West Virginia: An Overview of Practices in 2003-2004”*. This study, conducted by an external research organization, provided a comprehensive overview of accommodations provision during the 2003-2004 school year and examined student performance on the state’s summative assessment disaggregated by each available accommodation. The study, was later replicated internally in 2009 to re-examine the distribution of accommodations and the academic performance of those students who were identified to receive accommodations during the first administration of the state’s newly developed summative assessment—The West Virginia Educational Standards Test 2 (WESTEST 2). This report, *“Examining Accommodations in West Virginia (2008-2009)”* provided a first look at accommodations use on the new assessment, and included the aforementioned research agenda.

In 2011, West Virginia completed a third research report titled, *“Examining Accommodations in West Virginia: A Descriptive Analysis of Accommodations Specified for Students in Individualized Education Plans, 504 Plans, and Limited English Proficient Plans in 2009-2010”* as part of this agenda. In addition to examining accommodations for students with disabilities, this report is noteworthy in that it represents the first systematic examination of the distribution of assessment accommodations provided to ELLs in West Virginia, a historically small population of students in our state (i.e., ~1,700 students across all grades).

The WVDE’s research agenda also includes plans to work with the state’s assessment vendor to examine Differential Item Functioning (DIF) statistics to address comparability of accommodated and non-accommodated conditions. An essential step in the process was the development of an improved process to monitor, collect, and warehouse identifier-linked accommodations provision data from all schools. These data have been traditionally collected and maintained by LEAs, but in 2011-12 West Virginia piloted the new provision/monitoring process and has received the resulting data to be warehoused at the state level for the first time. The Offices of Assessment and Accountability and Research will be working with the state’s test vendor in the coming months to analyze the results and determine comparability.

Finally, West Virginia is also working closely with the George Washington University Center for Equity and Excellence in Education (GWU-CEEE) over the next few months to examine the appropriateness of accommodations for ELLs via a special technical assistance project. The project will inform West Virginia about the extent to which instructors’ accommodation recommendations for ELLs are in line with recommendations from the research literature given students’ English language proficiency levels.

With respect to the future of assessment, West Virginia is a member of the Smarter Balanced and Dynamic Learning Maps (DLM) consortia developing assessments aligned to CCSS. Accessibility is a core principal of both consortia which will provide computer adaptive assessments for all students in West Virginia beginning school year 2014-15. Participation in these consortia will provide both opportunities and consequences for teachers of students with disabilities as we implement a comprehensive assessment system that will include formative, interim assessment and summative assessments. These assessments

provide an opportunity to obtain immediate results that will provide an opportunity for data-based differentiated instruction. One challenge inherent in this transition is that the use of these computer adaptive assessments will signal the need for accommodations which are not currently used or available in West Virginia. The Office of Special Programs and the Office of Assessment will address this challenge by assuring that students with disabilities including those who are English Language Learners (ELLs) have opportunities to access the curriculum with accommodations that are consistent for both instruction and assessment.

Furthermore, acknowledging the importance of providing appropriate accommodations and ensuring accessibility of instruction and assessment, WVDE staff currently serve and will continue to serve on the accessibility and accommodations working group for the Smarter Balanced Assessment Consortium. Lessons learned from this work will inform West Virginia's transition to the Next Generation CSOs and the next generation of student assessment.

STRATEGIES TO ADDRESS LEARNING AND ACCOMMODATION FACTORS FOR STUDENTS WITH DISABILITIES

The implementation of the WV Next Generation Standards have implications for students with disabilities and provide an opportunity for greater access to the general curriculum while enhancing successful transition opportunities and improving results. That positive outlook, however, does not camouflage the very real challenges inherent in teaching to these more rigorous standards or the accountability of schools and, now, teachers in moving students to mastery of them. The delivery of special education for this population of students should be considered within the context of general education. Nearly 68% of West Virginia's students with disabilities are in general education for more than 80% of the day. As a result, these students' primary instructors are general educators. Special education is a support within that system, with special educators providing the necessary interventions and expertise in individualization and research-based teaching.

Scale-up strategies to ensure these students can access the WV Next Generation CSOs and the Common Core Essential Elements (CCEE) must include the development of knowledge of content, curriculum and standards for both special and general educators, and knowledge of accommodation procedures and instructional practices that struggling students require. To this end, West Virginia will take a multi-pronged approach including (1) a comprehensive system of professional development and technical assistance and (2) the development of key partnerships with national and state organizations to augment existing state capacity and inform best practice. Each approach is described below.

Professional Development and Technical Assistance to Address Learning and Accommodation Factors for Students with Disabilities

Professional development and technical assistance are critical facets of West Virginia's transition plan for teachers of students with disabilities. Between now and school year 2014-15, the WVDE Office of Special Programs will continue to support a variety of activities, including the following.

Literacy Academies – Literacy is an area of focus and change brought about by the rigor of the Next Generation Standards. The goal of this initiative is to strengthen the instructional expertise of special educators serving students in grades 4 through 9 who struggle to develop literacy; this includes text complexity, rigor and the shift to focus on informational text. More information about this initiative can be found in the section titled *“Professional Development and Supports for All Teachers.”*

Mathematics Academies – This initiative improves student achievement in mathematics by deepening special educators' understanding of mathematics and by building their capacity to teach in student-centered classrooms. More information about this initiative can be found in the section

titled “*Professional Development and Supports for All Teachers.*”

State Personnel Development Grant (SPDG) – The last year of the state’s current SPDG project will focus on implementing Support for Personalized Learning (SPL). The WVDE’s Office of Special Programs is partnering with Regional Education Service Agency special education directors, professional development directors, and technical assistance support specialists (formally Response to Intervention [RTI] specialists) to provide training at the district, school, and classroom levels. More information about this work can be found in the section titled “*Professional Development and Supports for All Teachers.*”

Focus Support to Counties – The achievement gap between special education and general education students in ELA and mathematics is persistent. The WVDE’s Office of Special Programs is piloting efficient and cost-effective scale-up strategies to assist districts in increasing achievement among students with exceptional learning needs. Four school districts have been selected to receive improvement grants and intense professional development for general and special educators from 2012-14. This targeted assistance will help educators implement SPL and promote changes that lead toward improved outcomes for students with disabilities. The Office of Special Programs will assist districts in developing locally tailored solutions to meet their unique educational challenges.

West Virginia Autism Collaborative Community of Practice (WVACCoP) – The number of students with autism is increasing nationally and in West Virginia. In response, the WVDE has developed scale-up strategies to assist districts in delivering effective and efficient special education services to these students. The West Virginia Autism Collaborative Community of Practice (WVACCoP) has provided guidance for teachers and parents of students with Autism Spectrum Disorders; this includes the WVACCoP’s *Autism Spectrum Disorders: Services in WV Schools Guidelines for Best Practice* developed and disseminated during 2011-12. During the upcoming school year, the WVACCoP will review and revise Policy 5314.01 to define standards for autism mentors more clearly. It also will help meet staff training needs by developing courses and identifying resources to assist in training professional and service personnel on Autism Spectrum Disorders.

Autism Academies – The Autism Academies are a series of professional development experiences provided through a partnership between the WVDE’s Office of Special Program and the Marshall University Autism Training Center. This ongoing professional development strengthens the instructional expertise of special educators who serve students with Autism Spectrum Disorders. These academies began during 2011-12 and will continue in 2012-13; they are further described in the section titled “*Professional Development and Supports for All Teachers.*”

Additional professional development supports for all teachers including general educators who serve students with disabilities are described in the section titled “*Professional Development and Supports for All Teachers.*”

Partnerships to Support Learning and Accommodations for Students with Disabilities

The WVDE has a long record of successfully partnering with state and national technical assistance providers to build the capacity of general and special educators to support scaffolded instruction, the appropriate provision of accommodations, and the use of scientifically researched-based practices to scaffold learning for students with disabilities. Some notable examples germane to the transition to the WV Next Generation CSOs include the following ongoing collaborations.

West Virginia Accessible Instructional Materials (WV AIM) – The Individuals with Disabilities Education Act of 2004 (IDEA) requires core instructional materials to be provided in specialized

formats when needed by students with print disabilities. It is the responsibility of each student's IEP team to identify and document the types of instructional accommodations, including specialized instructional materials and format(s) on the IEP.

West Virginia and its school districts have coordinated with the National Instructional Materials Access Center (NIMAC) to provide specialized formats to eligible students in a timely manner. Eligible students with print disabilities include those with visual impairments, physical limitations, or organic dysfunctions, which may include specific learning disabilities. Three authorized users designated by the state may access National Instructional Materials Access Standards (NIMAS) source files from the NIMAC: (1) The West Virginia Instructional Resource Center (IRC), (2) Bookshare, and (3) Learning Ally. Designated users can download the accessible materials files that have been provided by publishers to the NIMAC. These files can then be used to prepare screen enlargements, braille, digitized text, and audio books for eligible students to use. Currently, teachers of students with visual impairment are aware of these resources and access them regularly for student use by registering online and/or contacting the appropriate authorized user. Based on usage reports, teachers of other students with print disabilities apparently are not obtaining materials regularly; usage records indicate that fewer than 350 students have received materials even though approximately 17,000 students receive read-aloud accommodations for the state assessment. The expanding availability of instructional materials in an auditory format—for example, audio books—could give students with print disabilities, such as a reading disability, access to print information in a different format that they can use independently, thus supporting their Common Core learning.

IDEA requires a process and system for determining student needs and eligibility and for obtaining and distributing the materials in a timely manner. West Virginia was selected as one of seven states to receive targeted technical assistance from the National Center on Accessible Instructional Materials (AIM), funded by the U.S. Department of Education, to design and implement a system for all eligible students with print disabilities. The WV AIM Coordinating Committee is developing state and district procedures and processes to ensure that eligible students with print disabilities receive instructional resources in a timely manner.

In 2011-12, with assistance from Joy Zabala of AIM, a WV AIM Coordinating Committee was formed. This group comprises local special education directors, teachers, state special education and instructional materials staff, and Regional Education Service Agency staff. The WV AIM Coordinating Committee created three work groups and initiated efforts to develop (1) acquisition steps, (2) operational guidelines, and (3) professional development plans. During that same school year, the team launched a website with decision-making resources for teachers and implemented professional development to raise awareness of the process. This work will continue during 2012-13 as the system and procedures are finalized. The WVDE's Office of Special Programs will implement the state structure, guidelines, and professional development resulting from the WV AIM Committee's work to increase appropriate distribution and usage of materials in accessible formats. Additional information is available at <http://wvde.state.wv.us/osp/accessiblematerials.html>.

Collaboration with the National Center on Response to Intervention (NCRTI) - NCRTI, funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), provides technical assistance to states and districts and builds the capacity of states to assist districts in implementing proven models of Response to Intervention (RTI). The WVDE's Office of Special Programs has piloted the NCRTI's online RTI reporting system to provide data that can be used to make policy and program decisions as West Virginia scales up SPL. Pilot participants are conducting research and contributing important practitioner perspectives and information. Further, the NCRTI will provide WVDE with technical assistance surrounding the findings from

the data collected.

The NCRTI/WVDE's Office of Special Programs online system provides pilot participants with a common electronic tool for collecting data about the fidelity of SPL implementation at the school level and will help West Virginia and other states determine the impact of SPL on various key outcomes, including student achievement. The Office of Special Programs has customized the NCRTI tool to include several data collection and reporting variables that will support schools in making student-level decisions. Currently, eight schools are involved in the pilot. Feedback from the participating schools will be very valuable and will assist the WVDE in designing a more efficient and user-friendly online data collection and reporting system for SPL. Schools will also receive professional development from the NCRTI on how to use the online reporting system. More significantly, pilot schools will collect and analyze important student data for making decisions to improve student achievement outcomes.

National Dropout Prevention Center–Students with Disabilities – The West Virginia Office of Special Programs submitted a grant and was selected to receive technical assistance from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) to develop tools to prevent students with disabilities from dropping out. The project, implemented in 12 LEAs, will provide guidance to districts in calculating ESEA's cohort graduation and dropout rates, analyzing and using LEA data related to State Performance Plan/Annual Performance Report transition indicators (e.g., graduation, dropout, transition planning in the IEP process, and post-school outcomes), addressing dropout risk factors, and developing and implementing LEA dropout prevention plans. Input from this group assisted the WVDE in developing an Early Warning Tool, which will be implemented in 2012-13, to identify students in these LEAs at risk for dropping out. Stakeholders in this process have included WVDE staff members, agency/organization staff, and LEA staff.

Autism Training Center at Marshall University - As noted above and in the later section titled *"Professional Development and Supports for All Teachers,"* the WVDE is partnering with the Autism Training Center to offer a series of professional development academies—in addition to the West Virginia Autism Community of Practice. The center provides education, training, and treatment programs for West Virginians with Autism Spectrum Disorders, including Pervasive Developmental Disorder–Not Otherwise Specified and Asperger's Disorder. It addresses areas such as language, speech and communication, self-help skills, academic education, occupational therapy, recreation and leisure skills, social skills and issues, behavior strategies, and sensory integration strategies through appropriate education, training, and support for professional personnel, family members or guardians, and others important in the life of a person with autism. The center's highly skilled and experienced staff provides the training.

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) and Center for Early Literacy Learning (CELL) - West Virginia is one of two states recently selected to participate in a technical assistance and training partnership with TACSEI and CELL—funded by the U.S. Department of Education. Through this exciting partnership, the state will develop an integrated early childhood training system to promote social, emotional, and early language and literacy competence and to prevent challenging behaviors in all young children from birth to age five.

Partnership with the Office of School Improvement – In 2012-13, personnel from the WVDE's Office of Special Programs will join WVDE teams to help schools with planned improvement activities assist struggling students. The collaboration will focus on improving the achievement of students with disabilities in schools identified by the WVDE's Office of School Improvement as

needing targeted technical assistance due to consistently low performances.

Instructional Practice Professional Development – Implementation of the WV Next Generation CSOs will require general and special educators to be skilled in the instructional practices of differentiation, scaffolding, Universal Design for Learning, cognitive strategy instruction, technology, and vocabulary development. The WVDE's Office of Special Programs is developing a professional development program, including online digital courses, for general and special education teachers who serve students with disabilities. These courses are being designed in 2012-13 and will be rolled out in 2013-14. Professional staff involved in the partnership with the National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities (NCIPP) mentor project and the four Focused Support Counties noted above will pilot these digital courses and provide feedback after trainings.

National Center to Inform Policy and Practice (NCIPP) in Special Education Professional Development – The degree to which students with disabilities are able to meet state content and performance standards, improve achievement, stay in school, graduate with a regular diploma and obtain post school employment and independence is contingent upon teacher quality in general and special education. West Virginia has had a chronic shortage of qualified special education teachers fueled by difficulties in retaining new teachers. The WVDE's Office of Special Programs established a partnership with NCIPP in 2011-2012 to provide technical assistance to improve special education teacher retention in seven counties through a mentoring process for novice teachers. Research indicates novice teachers are more likely to stay in teaching when they are supported and part of the community and when they have the skills to be effective. Mentoring will offer two types of supports: school-based socialization, associated with teacher retention; and instructional coaching, associated with improving instructional practice. Since West Virginia is a predominately rural state, mentoring approaches will use technology to support beginning teachers. Online digital courses, addressing policies, procedures and instructional practices, and e-mentoring opportunities will be provided in 2012-13 and 2013-14. The Office of Special Programs and Office of Professional Preparation also are collaborating to provide opportunities for mentors of special education teachers to pursue National Board Teacher Certification through the *TakeOne Project*.

Partnership with the Office of Professional Preparation – During 2012-13 and 2013-14, mentors and readers will support special education teachers who are pursuing National Board Certification and who are employed in counties receiving focused support. This effort, supported by the WVDE's Office of Special Programs and Office of Professional Preparation, will assist these teachers with the portfolio completion process. The purpose of the National Board Certification program is to advance student learning and achievement by establishing definitive standards and advocating policies that support excellence in teaching.

National Center to Improve Recruitment and Retention of Qualified Personnel for Children with Disabilities – The WVDE's Office of Special Programs is collaborating with this center to address personnel shortages by establishing distance learning options for prospective speech-language pathologists to obtain professional licensure. This federally funded technical assistance and dissemination project was created in 2008 and is maintained through a cooperative agreement between the National Association of State Directors of Special Education (NASDSE) and the OSEP.

STRATEGIES TO ADDRESS LEARNING AND ACCOMMODATION FACTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant special needs include those who require intensive or extensive levels of direct, ongoing support that are not temporary or transient in nature. Students with significant cognitive disabilities require specially designed individualized instruction to acquire, maintain, or generalize skills that can be transferred to natural settings, including the home, school, workplace, or community. Challenges will arise for educators of these students due to the increased rigor of the CCEE.

Adoption and Implementation of the Common Core Essential Elements (CCEE)

The WVBE is expected to formally adopt the CCEE during school year 2012-13. After their formal adoption during 2012-13, the Common Core Essential Elements (CCEE), which shall serve as the state's alternate achievement standards aligned to the CCSS, shall be made available through the online IEP. This will give IEP team's access to robust descriptions of the new standards when developing academic IEP goals and when creating each student's Present Levels of Educational and Functional Performance statements.

In 2011-12, West Virginia began to identify challenges facing students with significant cognitive disabilities as the state transitions to the CCSS and the CCEE. Teachers and content specialists were invited to participate in an in-depth analysis of the differences in the current extended standards and the CCEE. This work was facilitated by the WVDE's Office of Special Programs and Office of Assessment and Accountability. The group developed crosswalks for the current extended standards and the CCEE and for the CCSS in ELA and mathematics. These crosswalks will help teachers understand the increased rigor and depth of the CCSS and the CCEE and the changes regarding when specific learning concepts should be introduced to students. Instructional guides that build on this work will be developed in 2012-13.

Students with significant cognitive disabilities access the existing content standards through WVBE Policy 2520.16 (*West Virginia Extended Content Standards and Performance Descriptors*). This policy links the WV 21st century CSOS in ELA and mathematics with the extended standards and includes performance descriptors aligned with the extended standards. These extended standards and performance descriptors are applicable for students with the most significant cognitive disabilities—those who are instructed upon alternate academic achievement standards and who are assessed with the West Virginia Alternate Performance Task Assessment (APTA), the state's alternate assessment on alternate achievement standards (AA-AAS). The policy provides a framework for teachers of students with the most significant cognitive disabilities to teach the skills and competencies essential for independent living, employment, and postsecondary education. The standards were developed with input from teachers, and formative assessment items were developed within the Acuity platform (West Virginia's interim/diagnostic assessment aligned to the general assessment) to support ongoing assessment for these students.

The special educator's purpose is to be as knowledgeable as she or he can be about what social and academic skills a student needs to access, or perform successfully in, the general curriculum. The challenge for the field is to do everything possible to make sure every special educator feels confident that she or he can achieve that purpose. As the programming for students with more significant needs has moved toward more integrated settings, the delivery of life-skills training has become less common. The Office of Special Programs is preparing a guidance document, *Common Core Functional Elements*, as a companion to the Common Core Essential Elements. It will focus on life skills and career and technical skills for students with more significant needs. Professional development on the essential and functional elements will be provided in July and August 2013.

Teaching and Technology for Students with Significant Disabilities

Anticipating the coming changes in standards and assessment, the WVDE's Office of Special Programs and Office of Assessment and Accountability have embarked on a three-year project, Teaching and Technology for Students with Significant Disabilities (the T1 project), to support the teachers of students who take the APTA. Based upon needs assessments conducted with these teachers, the Office of Special Programs and Office of Assessment and Accountability have developed and begun conducting professional development sessions to prepare teachers to use formative assessments that align with the CCEE and to prepare their students for an online summative assessment based upon those standards in 2014-15.

Additionally, a survey of teachers revealed that students with significant cognitive disabilities have not been receiving the instructional benefits of assistive and instructional technology to access the standards because teachers lack the requisite knowledge and expertise in technology. Since 2009-10, mentor teachers and district leaders have participated in a professional development program that highlights evidence-based instructional practices in formative assessment and technology integration. This will prepare them to train teachers in their home regions. During the second year, training occurred throughout all eight Regional Education Service Agency areas with 53 of the state's 55 county school systems participating. These training events addressed communication and literacy strategies for students with severe cognitive disabilities, the use of interim/diagnostic assessment items for the alternate achievement standards, and the use of software to modify and create computer-based interactive learning activities and assessments for students. These trainings were provided at no cost to the districts.

The professional development culminated in a T1 Statewide Conference in July 2011. Keynotes for the conference were delivered by the state Superintendent of Schools and Dr. Karen Erickson of the Center for Literacy and Disabilities Studies at the University of North Carolina. The agenda included Apple accessibility, Bookshare, Acuity, Don Johnston Literacy Tools, interactive whiteboards, the West Virginia Assistive Technology System, and other technology trainings that addressed scripted stories, schedule development, and prevention of impeding behaviors. District leaders met with teams to develop yearlong professional development plans for their districts. To begin the rollout of the CCEE, the second T1 Statewide Conference, held in August 2012, addressed the CCEE and the Dynamic Learning Maps (DLM) assessment—the state's future AA-AAS, which will be implemented in 2014-15. Teachers and district leaders also took part in sessions demonstrating ways to utilize assistive technology and effective technology integration practices.

Beginning in September 2012, the WVDE's Office of Special Programs and Office of Assessment and Accountability will offer additional professional development regarding the CCEE rollout. Statewide training will be provided during the special education administrators and county test coordinators meetings in fall 2012. Regional trainings for each school district will be conducted during 2012-13 to help teachers learn more about the CCEE, how the CCEE will link with the WV Next Generation CSOs and the CCSS, appropriate instructional strategies, and the DLM assessment.

For more information about tasks related to assessing learning and accommodation factors for students with disabilities see Table 1-3 in Appendix 1.

OUTREACH AND DISSEMINATION OF WV NEXT GENERATION CSOs TO APPROPRIATE STAKEHOLDERS

The WVDE continually disseminates information relevant to the WV Next Generation CSOs to teachers, principals, students, and parents and will continue to do so as we transition to these new standards.

DEVELOPMENT OF AN INFORMATIONAL WEBSITE FOR THE PUBLIC

In December 2011, the WVDE established a website to serve as a communication hub regarding West Virginia's transition to the CCSS: <http://wvde.state.wv.us/next-generation/>. The site includes an overview of the process through which West Virginia adopted the CCSS and rebranded them as the *WV Next Generation CSOs*. The site includes video testimonials from teachers who are implementing the new standards, an overview of the professional development and implementation schedule, and a set of frequently asked questions (FAQs) about the WV Next Generation CSOs. The FAQs provide stakeholders with an overview of why these new learning standards are important to them and to the state, the adoption process, West Virginia's rationale for adopting the new standards, the implications for classroom instruction, instructional materials identification/development, and assessments. The site also includes a "Need to Know" section for teachers, parents, and students. Each section features resources relevant to these stakeholders.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR EDUCATORS

The WVDE's large-scale professional development events, such as Teacher Leadership Institutes, inform classroom teachers at each grade level about the WV Next Generation CSOs. By participating in these opportunities, educators are developing a deeper understanding of college and career readiness standards/expectations. The goal is for each teacher to be better prepared to implement these standards in their classrooms and to articulate to students, parents, and community members what it means to be college and career ready in ELA and mathematics. Administrators are also required to attend Teacher Leadership Institutes with their instructional staff.

REGULAR COMMUNICATION FROM THE STATE SUPERINTENDENT OF SCHOOLS

West Virginia has already and will continue to engage in dialogue with critical stakeholders regarding the state's progress toward implementing the WV Next Generation CSOs. The WVDE currently sends weekly updates to district superintendents, LEA chief instructional leaders, professional organizations, Regional Education Service Agency directors, and other education leaders.

OUTREACH TO CHIEF INSTRUCTIONAL LEADERS

Chief instructional leaders represent the frontline for LEAs as they transition to the WV Next Generation CSOs. The WVDE holds two-day workshops for these staff twice a year, creating opportunities for the WVDE and the LEAs to communicate and collaborate. The WVDE has refocused these workshops to provide technical assistance and guidance to chief instructional leaders as they implement the WV Next Generation CSOs and the related assessment system.

INVOLVEMENT IN NATIONAL ADVISORY GROUPS/STATE COLLABORATIVE ORGANIZATIONS

West Virginia is a member of the CCSSO's Implementing the Common Core (ICCS) State Collaborative on Assessment and Student Standards (SCASS). Through this collaborative effort, the state has designed an implementation plan with a robust communication component.

The vice chancellor for Academic Affairs with the West Virginia Higher Education Policy Commission is a member of the state's ICCS SCASS team and also serves as the higher education liaison with the Smarter Balanced Assessment Consortium (SBAC). The executive director of the WVDE's Office of Instruction has presented an introductory session regarding the CCSS and their implementation in West Virginia to approximately 120 faculty members from educator preparation programs across the state. The vice chancellor has created a Smarter Balanced West Virginia Higher Education Advisory Council. This advisory council, whose first meeting was held in June 2012, will serve as the link between public education and higher education and assist in establishing placement guidelines for the seamless transition of students

who have achieved the college and career readiness standards. The Higher Education Policy Commission has also endorsed two courses—Transitions Mathematics and English 12 CR—to help students meet college and career readiness standards for entrance into higher education programs.

For more information about tasks related to outreach and dissemination of the WV Next Generation CSOs see Table 1-4 in Appendix 1.

PROFESSIONAL DEVELOPMENT AND SUPPORTS FOR ALL TEACHERS

Professional development for the state’s education workforce is a centerpiece of the state’s plan to transition to the WV Next Generation CSOs. The WVBE’s goals for professional development and the resulting *Master Plan for Statewide Professional Development* will help ensure that teachers and administrators receive adequate support related to the CCSS.

During 2011-12, the WVBE’s first goal for professional development was to promote “instruction that exhibits an understanding of the CCSS for English/language arts and mathematics including how the new standards align to the West Virginia 21st Century Content Standards and Objectives.” The second goal stated that “participants will apply their knowledge of the CCSS into professional practice with specific attention to (1) addressing writing and text complexity, (2) designing school-wide efforts to improve literacy and numeracy, and (3) ensuring technology and science are integrated into improvement efforts.” During 2011-12, approximately 423 professional development sessions addressed the first goal, and 370 additional sessions addressed the second goal.

The WVBE’s goals for staff development for 2012-13 include a similar, though expanded, focus on promoting high-quality standards-based instruction. The first goal for the upcoming school year states that professional development must “align with curriculum standards to increase educator effectiveness in the arts, world languages, health, physical education, career/technical, reading/English language arts, mathematics, science, and social studies.” So far, the state’s professional development providers (including the WVDE) have proposed conducting 229 sessions in 2012-13 that align with this goal.

TEACHER LEADERSHIP INSTITUTES

The WVDE is supporting the state’s transition to the CCSS through a series of weeklong residential summer institutes supported by ongoing follow-up throughout the school year that will help prepare all educators to implement the WV Next Generation CSOs. These Teacher Leadership Institutes, which began in summer 2011, are attended by teams of teacher leaders from all 55 districts who are accompanied by a building principal or county staff member. This professional development experience deepens the teacher leaders’ understandings of the content and expectations set forth in the WV Next Generation CSOs. It also prepares and empowers educators to facilitate professional development for their peers in their home districts.

In summer 2011, the Teacher Leadership Institutes prepared teams of kindergarten teacher leaders from all 55 districts to lead their peers in implementing the WV Next Generation CSOs during the upcoming school year; 275 kindergarten teachers attended the 2011 institutes and began implementation of the new content during school year 2011-12. In summer 2012, grade-specific weeklong institutes were held for teams of teacher leaders in grades 1, 4, 5, and 9. All 55 districts were represented by teams of teacher leaders during each of the three weeklong institutes, with a total enrollment of 910. Again, these teachers returned to their districts with the expectation to share their knowledge with peers and begin implementation of the new standards. In summer 2013, the WVDE will provide grade-specific Teacher

Leadership Institutes for district teams of teacher leaders in grades 2 – 3, 6 – 8, and 10 – 12. Elementary, middle, and high school teachers and their teams will each participate in a weeklong series of professional development delivered in three separate programmatic level academies. These teachers will then return to their districts and promote district-wide implementation of the new standards. The 2014 Teacher Leadership Institute will invite teachers of grades K – 12 to return to a second institute to deepen their knowledge of the new standards and further explore the myriad implications for their classrooms.

Figure 1.1 provides an overview of the professional development/implementation roll-out schedule which indicates all grade levels will have received professional development and begun implementation of the new standards by the 2013-14 school year. Figure 1.1 also illustrates that West Virginia will use a staggered professional development rollout plan. This approach is designed to ensure that, by school year 2014-15, all students enrolled in grades 1-12 will have spent at least one year in classrooms implementing college and career ready standards. Reading the parenthetical notations in the chart diagonally from the top left to the bottom right allows the reader to determine the exact number of years for each cohort of students.

Figure 1.1. Schedule for CCSS-Aligned Professional Development and Implementation

CCSS-Aligned Professional Development and Implementation Schedule													
2011	K	1	2	3	4	5	6	7	8	9	10	11	12
2012	(0)												
2012	K	1	2	3	4	5	6	7	8	9	10	11	12
2013	(0)	(1)			(0)	(0)				(0)			
2013	K	1	2	3	4	5	6	7	8	9	10	11	12
2014	(0)	(1)	(2)	(0)	(0)	(1)	(1)	(0)	(0)	(0)	(1)	(0)	(0)
2014	K	1	2	3	4	5	6	7	8	9	10	11	12
2015	(0)	(1)	(2)	(3)	(1)	(1)	(2)	(2)	(1)	(1)	(1)	(2)	(1)
2015	K	1	2	3	4	5	6	7	8	9	10	11	12
2016	(0)	(1)	(2)	(3)	(4)	(2)	(2)	(3)	(3)	(2)	(2)	(2)	(3)

Legend for CCSS-Aligned Professional Development and Implementation Schedule	
PD/Implementation Schedule:	
2011-12	K
2012-13	Grades 1, 4, 5, and 9
2013-14	Grades 2 and 3, 6 – 8, and 10 - 12
(0)(1)(2)(3)	Number of Years of Standards Implementation this cohort of students has experienced by this school year
Red Text:	First year of CCSS-aligned assessment

Through a collaborative partnership with the state's Higher Education Policy Commission, the WVDE is further supporting the implementation of the CCSS by inviting faculty from educator preparation programs to participate in the Teacher Leadership Institutes. More information about the roles of IHEs can be found later in this section under the heading *"Collaboration with West Virginia IHEs to Help Teachers and Principals Transition to the WV Next Generation CSOs."*

While the foundational content of the Teacher Leadership Institutes is the WV Next Generation CSOs for ELA and mathematics, the institute also helps teacher leaders understand that the goal is not simply the mastery of content knowledge or the use of new technologies but rather student mastery of the learning process. By focusing on quality core instruction, teacher leaders are reminded that inflexible curricula raise unintentional learning barriers for many students and that the burden of adaptation should be placed on the curricula, not the learner.

The goal of education is to develop expert learners who are resourceful, knowledgeable, strategic, goal directed, purposeful, and motivated. As such, the principles of Universal Design for Learning serve as the basis for instructional design throughout the institute. The institute staff comprises master teachers from across the state. They model the design and delivery of curricula to meet the needs of all learners, including ELLs and students with disabilities, by:

- creating flexible designs with customizable options that allow all learners to progress from where they are and not where schools may imagine them to be;
- being flexible in the ways information is presented, students respond or demonstrate knowledge and skills, and students are engaged in learning; and
- reducing instructional barriers by providing appropriate accommodations, supports, and challenges while maintaining high achievement expectations for all students.

Following the weeklong residential institute, teacher leaders are supported by numerous follow-up opportunities, including webinars, professional learning opportunities, and networks of professional collaboration across grades throughout the year.

SUPPORT FOR PERSONALIZED LEARNING (SPL)

Through a partnership with the WVDE's Office of Special Programs, the 2012 Teacher Leadership Institute introduced participants to SPL, in part, through the WVDE's recently issued guidance document. SPL provides a framework for supporting all students—including those who are struggling, those with disabilities, and ELLs—to master the WV Next Generation CSOs by problem-solving individual needs and by providing multiple levels of instruction tailored to each student.

The West Virginia SPL framework suggests flexible use of resources to provide relevant academic, social/emotional, and/or behavioral support to enhance learning for all students. SPL is characterized by a seamless system of high-quality instructional practices that allow all students to sustain significant progress, whether they are considered at risk, exceeding grade-level expectations, or at any other point along the continuum.

In 2005, in response to IDEA, West Virginia began to develop an RTI process. Functioning primarily as a K-3 prevention and intervention model, RTI emerged in West Virginia as a process for identifying and addressing students' needs prior to initiating the special education eligibility process for those suspected of having specific learning disabilities. SPL embraces these purposes, but the intent of SPL is much more pervasive in scope. SPL operates with the understanding that student learning increases when the right supports are available; these supports are responsively revised or removed as each student's learning advances and deepens. SPL also incorporates and builds on processes formerly implemented as RTI. A key element is that staff, parents, and students collaboratively collect and thoughtfully consider a relevant array of data as a means for determining the most appropriate instruction.

SPL was developed by a group of WVDE staff from the Offices of Instruction; Healthy Schools; School Improvement; Title I; Title II, III, and System Support; Assessment and Accountability; Research; Special Programs; and Technology. WVDE staff took special care to utilize the terminology of the WV Next Generation CSOs and the SBAC. Policy 2419 (*Regulations for the Education Students with Exceptionalities and Specific Learning Disability Guidance for Schools and Districts*) was revised effective July 1, 2012. A broad stakeholder group of teachers, administrators, school psychologists and representatives of IHEs, teacher associations, Regional Education Service Agencies, and the West Virginia Advisory Council for the Education of Exceptional Children provided input regarding the documents. Additionally, the WVDE solicited extensive public comments online and through public hearings. The subsequent tools and

resources that emerged from this effort can be found at <http://wvde.state.wv.us/spl>.

As West Virginia implements best practices and proven strategies around SPL, ELLs and students with disabilities will have greater opportunities to access the WV Next Generation CSOs in the general education environment.

The Six Core Principles of SPL

West Virginia is transforming the way learning needs are conceptualized and addressed through the implementation of SPL. This seamless system of high-quality tiered instructional practices supports sustained, significant progress for all students. SPL presents an opportunity for educators to join forces in devising a coordinated system that encourages the flexible use of resources to provide more relevant learning experiences for all students. Early in this transition, West Virginia, like many other states, recognized the importance of leveraging the positive effects emanating from school improvement initiatives, strategic planning, RTI, and coaching. Mission-driven inclusive conversations and research established a common language and agreement among stakeholders on these core principles of SPL:

- Leadership
- School Climate and Culture
- Collaboration
- Family and Community Involvement
- Assessments
- High-Quality Tiered Instruction
 - Core Instruction
 - Targeted Instruction
 - Intensive Instruction

This foundation supported a viable entry point for guidance, technical support, and professional development.

SPL Implementation Guidance for LEAs and Schools

To build understanding of SPL processes, the WVDE has developed a comprehensive guidance document: *Support for Personalized Learning—Guidance for West Virginia Schools and Districts*. It describes current evidenced-based practices that have emerged from the WVDE's partnerships with the CCSS initiative and the SBAC and from feedback from the WVDE's various offices and stakeholders. The content of the guidance document is organized by the six core principles of SPL.

The WVDE realizes that high-functioning SPL largely will result from a careful comparison between what is currently in place and what needs to be in place at every level of the system to meet learning needs. Based on this realization, the WVDE developed a series of practice profiles that align with the guidance document:

- District Practice Profile
- School Practice Profile
- Classroom Practice Profile

These profiles will serve as processing tools for self-assessment along a continuum of implementation stages.

Professional Development and Technical Assistance Related to SPL for LEAs and Schools

Professional development related to SPL is structured to support districts and schools as they work through the SPL implementation process, beginning with comprehensive self-assessment, recognition of the urgent need to change structures and practices to support effective implementation, flexible use of resources, and implementation of high-quality tiered instructional practices. Professional development and technical assistance related to SPL is occurring over three phases [see Figure 1.2].

Figure 1.2. Three Phases of SPL Professional Development and Technical Assistance for LEAs and Schools

2012-2013	2013-2014	2014-2015
Support Targets →		
<ul style="list-style-type: none"> • Support for Personalized Learning (SPL) Overview • Specific Learning Disabilities (SLD) Eligibility • Framework of Support: <ul style="list-style-type: none"> ○ District-Level Practice Profile ○ School-Level Practice Profile ○ Classroom-Level Practice Profile • Support for Personalized Learning (SPL) Documentation Utilizing WVEIS On the Web (WOW) • Parent and Community Partnerships • Support for Personalized Learning (SPL) Scheduling: Elementary/Middle/High 	Instructional Practices for ELA and Mathematics /NXGen CSOs and Behavior: <ul style="list-style-type: none"> • Formative/Classroom Assessment Processes • Differentiated Instruction • Scaffolding • Vocabulary • Universal Design for Learning • Cognitive Strategy Instruction • Technology 1. CORE 2. TARGETED 3. INTENSIVE	<ul style="list-style-type: none"> • Leadership • Teams and Processes: Problem-Solving • School Climate and Culture • Assessment <ul style="list-style-type: none"> ○ Screening/Interim Progress Monitoring/Documentation ○ Diagnostic ○ Summative

While awareness training related to SPL began in summer 2011, more extensive professional development related to implementation commenced in spring 2012, after the above-referenced SPL guidance document was issued. These professional development opportunities have included full-day and follow-up sessions to provide contextual information about SPL, including policy requirements and revisions; the six core principles of SPL; and the related resources available to districts, schools, and educators to support effective SPL implementation. This content has been paired with opportunities for participants to work with the WVDE to clarify misconceptions about the SPL process and to examine district and school practice profiles. The goal is to allow districts/schools an opportunity to engage in self-assessment, to prioritize their needs related to SPL, and to customize the SPL process to best suit their organizations.

During these initial sessions, participants engaged in conversations and planning focused specifically on their local cultures, needs, and resources and relevant to the rigorous expectations of the WV Next Generation CSOs. Regional directors, district superintendents, special education directors, Title I directors, psychologists, principals, coaches, and specialists have all had opportunities to participate in Phase 1 overview sessions and to review and discuss the available guidance and resource materials. The WVDE has tailored the content and activities to make this professional development relevant to various audiences, including IHEs, community members, parents, principals, school faculties, coaches, and teachers. From the beginning, the WVDE has communicated an expectation that the participants must scale up this professional development by sharing their learning at the district and school levels. Table 1.1 presents an overview of the initial SPL professional development schedule.

Table 1.1. SPL Initial Professional Development Schedule

Date	Topic	Audience
July 2011	SPL, Including RTI and Critical Skills within a Common Collaborative Structure	District Administrators
September 2011	SPL – Specific Learning Disabilities (SLD) – Connecting Policy to Practice	Special Education Administrators Curriculum and Instructional Services
October 2011	SPL: An Overview	Federal Program Directors Superintendents
March 2012	SPL Guidance for West Virginia Schools and Districts SPL Guidance for West Virginia Schools and Districts – Specific Learning Disabilities (SLD) Guidance Document Regional Education Service Agency (RESA) Preview of SPL	Office of Special Programs Staff RESA Special Education Staff SLD Stakeholders RESA Teams
April 2012	SPL: An Overview SPL: An Overview/SLD Eligibility SLD Eligibility	New Principals School Psychologists Special Education Administrators
May 2012	SPL/SLD Overview	District Administrators Superintendents WVDE Leadership
June 2012	SPL/SLD Overview West Virginia Education Information System (WVEIS) on the Web (WoW) Interventions Tab (SPL Documentation)	District Administrators Parent Educator Resource Center (PERC) Parent/Educators Information Systems Staff
August 2012	SPL/SLD Overview	Teachers Principals

Planning for the remainder of the SPL professional development is currently underway. The WVDE's Office of Special Programs expects to finalize the schedule for Phase 1 in the coming months and Phases 2 and 3 by the conclusion of school years 2012-13 and 2013-14, respectively.

Technical Assistance for LEAs and Schools to Support Implementation Fidelity of SPL Processes

A second dimension of capacity building is the development of regional technical assistance support specialists. By participating in all the WV Next Generation CSOs trainings, the Phase 1 SPL workshops, monthly meetings, and ongoing correspondence with the WVDE and with local leaders and teachers, the technical assistance support specialists are poised to facilitate needs assessment processes, interpret the core principles of SPL, and connect to relevant WV Next Generation CSOs and practices for the districts they serve.

CONTENT ACADEMIES FOR SPECIAL EDUCATORS

The WVDE's Office of Special Programs also offers a series of content-specific professional development academies to help prepare special educators to deliver high-quality instruction that aligns with the expectations set forth in the WV Next Generation CSOs. Table 1.2 provides an overview of the Mathematics Academies and Literacy Academies during 2011-12 and plans to continue the Mathematics

Academies through 2012-13 and the Literacy Academies through 2013-14. Each academy is described in further detail below.

Table 1.2. Schedule for the Mathematics and Literacy Academies to Support the Transition to the WV Next Generation CSOs

	Mathematics Academies		Literacy Academies		
Focus	Deepen teachers' understandings of mathematics and their pedagogical knowledge.		Develop instructional expertise to provide strategically designed instruction that is relevant, engaging, and supportive of students' use of learning strategies to access all content effectively.		
Grade Levels	Grades K-4 Grades 5-8 Grades 9-12		Grades 5-9 Teams of 2-5 teachers from each participating school		
	2011-12	2012-13	2011-12	2012-13	2013-14
Summer Dates	June 13-17 June 27-July 1 July 11-15 July 25-29	June 11-15 June 18-22 June 25-29 July 16-20 July 23-27	June 13-14 June 16-17 June 27-28 July 11-12 July 14-15 July 26-27 August 4-5	June 11-12 June 14-15 June 18-19 June 21-22	June 17-18 June 20-21 June 24-25 June 27-28
Fall Dates	October 11 October 12 October 13 October 14	October 15 October 16 October 18 October 17 October 19 October 22	October 10 October 12 October 13 October 25 October 26	October 2 October 4 October 16 October 18	October 8 October 10 October 15 October 17
Spring Dates	March 26 March 27 March 28 March 29	February/March		April 16 April 17 April 18 April 19	April 15 April 16 April 17 April 18

Literacy Academies

In these academies, special educators who serve students in grades 4-9 can deepen their understandings of formative assessment processes by examining and drawing conclusions on the value of descriptive vs. evaluative feedback. Teachers design and implement classroom investigations in collaboration with a small group of academy participants around their choices of one of these five questions:

- How can I incorporate and use more student self-assessment?
- What is school like from my students' points of view?
- How can I use formative/classroom assessment to determine my students' needs?
- How can I incorporate all the stages of gradual release of responsibility?
- How can I expose my students more to whole concepts as a meaningful reference for embedded information?

The WVDE's Office of Special Programs hosted Literacy Academies during 2011-12 and summer 2012 and plans to offer them again during 2012-13 and 2013-14. These academies build the capacity of educators to analyze, socialize, contextualize, and personalize reading/language arts instruction. The goal is to increase student engagement and to teach students to use a set of learning strategies to access independently, process more deeply, and respond to content in ways that align with the expectations set forth in the WV Next Generation CSOs across all content areas.

In addition to increasing the ability of students to access content, it is expected that achievement in reading/language arts will increase as students begin using these strategies more consistently. Participating educators will have access to technical assistance, provided by the WVDE's Office of Special Programs technical assistance specialists (formerly RTI specialists), and will be guided to respond to and generate formative feedback from students. Additional support for participants' learning will be provided through two annual follow-up meetings in each Regional Education Service Agency.

Mathematics Academies

Special educators can build their capacity to customize instruction by participating in Mathematics Academies. A vendor, Carnegie Learning, customizes and provides the content for these academies to special educators at all programmatic levels. The academies allow teachers to strengthen their mathematics content knowledge and better adjust their instruction to support student understanding and fill critical gaps. Additionally, their enhanced knowledge helps them better understand the WV Next Generation CSOs and design more relevant learning experiences for all students. The academies create a targeted learning experience for specific mathematics content areas and grade levels. They also help teachers make richer connections between early mathematics concepts and algebraic thinking. Project outcomes also can include student achievement gains in mathematics, especially among special education students. Additionally, these academies provide special educators with access to a professional learning community—enhanced through social networking tools.

Autism Academies

Though not focused specifically upon the Next Generation CSOs, the Autism Academies, offered through a partnership between the WVDE's Office of Special Programs and the Autism Training Center at Marshall University, are a series of professional development opportunities that strengthen the instructional expertise of special educators who serve students with Autism Spectrum Disorders. Academies were held during 2011-12 and will continue in 2012-13. Additionally, training in the Autism Diagnostic Observation Schedule occurred during 2011-12. This assessment provides diagnostic information for psychologists, speech-language pathologists, and specialists to plan special programming for students with autism.

SHELTERED INSTRUCTION OBSERVATION PROTOCOL MODEL FOR TEACHERS OF ELLS

The WVDE recognizes the linguistic demands that ELLs will experience in accessing the WV Next Generation CSOs. As previously mentioned, guidance and professional development provided through SPL as well as resources that utilize Universal Design for Learning are support strategies that serve the needs of all learners, including ELLs. Additionally, several districts have already begun implementing the SIOP® (Sheltered Instruction Observation Protocol) model to support ELLs. This research-based model provides protocols and supports to improve overall student comprehension, especially in content-area instruction. It also strengthens overall increased content literacy and facilitates the implementation of the WV Next Generation CSOs. During the WVDE 2012 Summer Institute for Teachers for ESL and World Languages, the key ESL presenter provided an introduction to SIOP® fundamentals. SIOP® will be introduced to general educators during the summer 2013 Teacher Leadership Institutes and will provide yet another scaffold to support ELLs.

For more information about tasks related to the provision of professional development and supports for teachers see Table 1-5 in Appendix 1.

PROFESSIONAL DEVELOPMENT FOR PRINCIPALS

The WVDE recognizes the critical role that administrators are playing in transitioning their schools to the WV Next Generation CSOs. Instructional leadership is the leading skill needed by principals to navigate this transition, and, as such, it was identified as a critical component of the WVBE's 2011-12 goals for statewide professional development—that individuals who participate in state-sponsored professional development shall, as a result, “exhibit increased leadership and collaboration to facilitate school improvement.” During 2011-12, professional development providers conducted 352 sessions aligned to this goal.

Likewise, the previously mentioned WVBE Goals 1 and 2 for 2011-12 explicitly communicated the expectation that professional development must build participants' capacity to recognize and implement instruction and leadership practices that align to the CCSS. According to evaluation data collected by the WVDE's Office of Research, school and district administrators attended many of the 793 professional development sessions that aligned to these two goals during 2011-12.

For the past three years, the WVDE has included school administrators as required team members at Teacher Leadership Institutes and will continue to do so as the state moves closer to full implementation of the WV Next Generation CSOs. These institutes have included breakout sessions for principals, focusing on the monitoring and accountability aspects required for the transition.

Further, during 2011-12, the WVDE's Office of Instruction staff conducted regional trainings to build the expertise of staff at the eight Regional Education Service Agencies, central office administrators, and principals regarding the new standards. The Office of Instruction also provided six days of professional development to the principals and leadership teams of low-performing schools—in addition to both district- and school-level trainings.

The WVDE benefits from a unique relationship with the West Virginia Center for Professional Development in designing and delivering professional development for principals, assistant principals, and teachers. Successful completion of the center's Evaluation Leadership Institute is a requirement for administrative certification. Representatives of the WVDE's Division of Educator Quality and System Support's Office of Professional Preparation and the Office of School Improvement have collaborated with the center's chief executive and the director of principal programs in coordinating a redesign of the evaluation institute, based on the revised West Virginia Professional Teaching Standards and the WV Next Generation CSOs. A special emphasis has been placed on the new content standards and objectives as they relate to the professional teaching standards that involve curricula, planning, the learner, and the learning environment. This initiative has been undertaken principally to build capacity for implementing the state's revised educator evaluation system in 2013.

This initial collaborative effort between the center and the WVDE is seen as a gateway to continued joint projects related to specialized training for principals and assistant principals in understanding and implementing the WV Next Generation CSOs. The WVDE will continue exploring other opportunities to collaborate with the center and for other professional development venues to prepare principals and assistant principals for the transition to the WV Next Generation CSOs.

For more information about the provision of professional development and supports for principals see Table 1-6 in Appendix 1.

DEVELOPMENT AND DISSEMINATION OF HIGH-QUALITY INSTRUCTIONAL MATERIALS

The WVDE's Office of Instruction uses Teach 21 as a springboard for publicizing the WV Next Generation CSOs and for providing high-quality instructional resources to teachers. To date, the site has been visited by approximately 900,000 visitors from 187 countries and territories and boasts approximately 41,400 regular users (individuals accessing the site 200 times or more).

During 2012-13, all existing instructional resources available on Teach 21 (e.g., model lessons, units, project-based learning [PBL] units of study, video clips, and professional development resources) will be reviewed and revised for alignment with the WV Next Generation CSOs for ELA, literacy, and mathematics. This effort will use a peer-review process designed by Jay McTighe and Grant Wiggins and rubrics aligned with the Understanding by Design framework. Resources that cannot be brought into direct alignment with the new standards will be removed from the site. Additional resources, with an emphasis on PBL and inquiry, will be identified or designed by classroom teachers under contract with the WVDE to support the content and expectations set forth in the WV Next Generation CSOs. The teachers will prioritize any standards that are weakly represented or nonexistent in the state's current instructional materials.

Teach 21 currently contains high-quality instructional resources aligned to the following key areas:

- ninth-grade ELA units, developed using the WV Next Generation CSOs:
 - <http://wvde.state.wv.us/teach21/Grade9NxGUnitPlans.html>
- elementary mathematics cluster lessons:
 - http://wveis.k12.wv.us/Teach21/public/ng_unit_plans/LP/LPO_menu.cfm
- units for teachers of Math I:
 - <http://wvde.state.wv.us/teach21/Math1Units.html>
- units for teachers implementing English 12 College and Career Readiness (English 12 CR)—this course assists students who have not met the requirements of the college and career readiness standards as evidenced by the Smarter Balanced summative assessment (to be administered in the 11th grade):
 - <http://wvde.state.wv.us/teach21/English12CR.html>

In addition to teacher developed instructional resources, West Virginia is an adoption state; current law and WVBE Policy 2445.41 have been revised to support the use of instructional materials developed by publishing companies aligned with the WV Next Generation CSOs. The adoption schedule, determined by WVBE Policy 2445.40, is based on a six-year cycle with opportunities to review newly developed resources in off-cycle years. To provide teachers with the tools to deliver the curriculum and meet the WV Next Generation CSOs, the instructional materials review committee analyzes, assesses, selects, and recommends to the WVBE print, electronic, and kit-based instructional resources; learning technologies; and other instructional materials. The instructional materials adoption procedure is guided by a select set of criteria, originating from the WV 21st Century CSOs, and includes requirements for equity and accessibility. The review committee comprises master teachers recognized for their content expertise and recommended by WVDE content coordinators.

West Virginia is currently in the process of adopting instructional materials for social studies grades in grades K-12, including literacy in grades 6-12, and for mathematics in grades K-8. All resources must be aligned with the WV Next Generation CSOs. The full calendar for instructional materials adoption for 2012-13 can be found at <http://wvde.state.wv.us/materials/calendar.html>.

Additionally, as a governing state in the SBAC, West Virginia will have access to all resources in the digital library, as described in the *Smarter Balanced Work Plan for the Digital Library with Formative Assessment Practices and Professional Learning*. It includes examples of instructional best practices at each grade level; strategies for cross-classroom collaboration; and professional development resources, such as scoring rubrics for performance tasks that promote reliability on teacher-scored portions of the assessments. To ensure a successful transition to the new assessments, SBAC will convene teacher cadres from each member state in summer 2013. These meetings will introduce professional development modules and exemplar modules of formative tasks and tools. West Virginia will identify a cadre of master teachers to participate in these meetings, design a quality professional development experience based upon what they learn at the meetings, and disseminate this professional development experience to all teachers across the eight Regional Education Service Agencies by 2014. WVDE staff and the cadre of master teachers will collaborate to help educators across the state learn how to use the new assessment system efficiently by focusing on the effectiveness of all three assessment components—formative processes, interim assessments, and summative assessments—in monitoring the progress of all students.

For more information about tasks related to instructional materials development/adoption see Table 1-7 in Appendix 1.

EXPANSION OF ACCESS TO ACCELERATED LEARNING OPPORTUNITIES AND SUCCESSFULLY TRANSITIONING STUDENTS TO COLLEGE AND CAREERS

The WVDE is committed to providing rigorous and accelerated learning opportunities for all students. West Virginia has set broad goals aligned to this expectation and has set forth on a path to establish and maintain a system of high-quality and coordinated policy and programming in this area. The WVBE also recently approved the reorganization of the WVDE to support a more personalized learning system for students—one that supports anywhere/anytime learning and that represents true transformation. This new organizational structure will require major policy revisions that acknowledge learning in a variety of settings tailored to the progress of each individual student. Implementation of these initiatives will bolster the quality of instruction for students who take part in accelerated learning opportunities, increase participation in innovative and rigorous programs with proven track records of success, and create a culture of high expectations that lead to postsecondary success.

ADVANCED PLACEMENT®

According to the College Board's annual *Report to the Nation*, West Virginia continues to show significant growth in its Advanced Placement® (AP®) program. The national report reveals that 20 percent of the state's 2011 class of high school graduates took an AP course before graduation—the highest percentage ever for West Virginia. The data illustrate that the state is closing in on the goal set by WVAP2014 (WV AP Plan)—a partnership among the College Board, West Virginia Department of Education and the Arts, the West Virginia Center for Professional Development, the WVDE, the WVBE, and the West Virginia Higher Education Policy Commission. This initiative is working to ensure that by 2014, at least 25 percent of the state's high school students will have taken an AP course before graduation. Additional goals of the WVAP2014 include ensuring that 15% of the graduating class of 2014 earns a score of 3+ on AP exams and closing the equity/excellence gap for African American students by 2014.

The *Report to the Nation* results are reflective of the productivity of this coordinated effort. Over the past 10 years, West Virginia has gone from 8.8 percent high school participation in AP (2001) to 20.5 percent participation (2011). In addition, more low-income students are taking AP courses—low-income students in the 2011 graduating class took nearly 1,100 exams.

West Virginia requires every high school to offer at least one AP® course in each of the four core subjects and is one of only four states that mandates professional development for AP® teachers, principals, and AP® coordinators (Arkansas, Mississippi, South Carolina, and West Virginia). Per WVBE Policy 2510, county boards of education must ensure that

- students have access to at least four College Board AP® courses annually (at least one from each of the core content areas of ELA, mathematics, science, and social studies)—these courses also can be accessed through the West Virginia Virtual School: <http://virtualschool.k12.wv.us/vschool/courses/coursecatalog.cfm>;
- all AP® courses must have syllabi approved by the College Board;
- any AP® or International Baccalaureate course can be substituted for a content-related graduation requirement;
- all AP® courses shall be taught by a teacher who has completed the required professional development (effective 2012-13)—WVBE Policy 2515 requires that grades earned in an AP® course be weighted;
- all secondary teachers who teach College Board AP® courses complete the required professional development—the West Virginia Center for Professional Development’s Advanced Placement® Summer Institute (APSI) or another College Board-endorsed APSI;
- teachers of AP® courses (a) attend an APSI once every three years after completing the initial APSI and (b) attend an AP® fall workshop every two years (effective 2012-2013);
- all high school principals attend a College Board-endorsed AP®-related workshop (such as the ones delivered by the West Virginia Center for Professional Development) once every two years (effective 2012-2013); and
- all AP® coordinators attend an AP® coordinator’s workshop annually (effective 2012-2013).

The WVDE has also linked student achievement on the ACT PLAN assessment, taken each fall by all 10th-grade students, to predict success in AP® courses. All high schools are provided a PLAN to AP® brochure and a PLAN to AP® parent letter, which strongly encourage students who achieve the PLAN college readiness benchmarks to participate in AP® courses. Additional AP® initiatives include the following:

- **Advanced Placement® Incentive Program (APIP).** This program, funded through a federal grant, provides low-income students with financial assistance to cover part or all of the costs of AP® test fees. It has enabled West Virginia to offer the courses to an increasing number of students.
- **Advanced Placement® Rising Scholars.** This program recognizes students who earn a three, four, or five on at least three AP exams before their senior years of high school. The College Board named 199 West Virginia students as rising scholars, representing the sixth consecutive year that West Virginia has broken its record for AP® scholars. In addition to the Rising Scholars, this program recognizes two State Scholars—the male and female students who earn a three, four, or five on the most AP® exams during their high school careers.
- **Advanced Placement® Success Initiative.** This initiative supports teachers and students in designated AP® courses. The program is divided into two strands: Language Arts/Social Studies and Mathematics/Science. Funded, in part, by the Claude Worthington Benedum Foundation, the initiative offers (1) professional development for teaching content effectively while also preparing students for AP® exams, (2) academic enrichment sessions for students outside regular classroom times, and (3) an outreach campaign to make parents more familiar with the potential benefits of AP®.

In light of these accomplishments, West Virginia recently received the College Board Beacon Award, celebrating the state's commitment to enhancing college readiness through AP®: <http://www.wvcpd.org/cmswiki.aspx?name=apbeaconaward>.

DUAL CREDIT COURSES FOR COLLEGE CREDIT

Many of West Virginia's high schools offer dual credit programs, which allow high school students to earn college credit at participating IHEs. The WVBE uses a waiver process when high schools wish to offer dual credit courses that substitute for graduation requirement. Schools may offer dual credit as elective credit without a waiver. One area that has been identified for improvement is the establishment of statewide standards for dual credit courses. Currently, those standards depend on agreements between individual high schools and IHEs. The state Superintendent of Schools and the Vice Chancellor for the state Higher Education Policy Commission agree to address this issue jointly during 2012-13 and present recommendations to their respective boards.

In addition to individual school systems' dual credit offerings, the WVDE established West Virginia EDGE (Earn a Degree–Graduate Early) in 2001. EDGE helps align curricula between the secondary and postsecondary levels. The alignment process identifies curriculum gaps, eliminates curriculum duplication, and sets curriculum mastery levels to predetermined standards. Through EDGE, students can earn community and technical college credit free of charge for the duplicated secondary and postsecondary courses identified during the curriculum alignment process. Students earn EDGE credits by receiving a passing grade for identified career/technical education (CTE) courses and also by passing end-of-course exams. During 2011-12, West Virginia students earned more than 80,000 EDGE college credits (compared to less than 1,000 at the beginning of the initiative).

ADDRESSING POSTSECONDARY REMEDIATION RATES

WVBE Policy 2510 (*Assuring the Quality of Education: Regulations for Education Programs*) requires students who do not achieve the college and career readiness standard on the grade 11 West Virginia Educational Standards Test 2 (WESTEST 2) in either mathematics or ELA to enroll in the Transition Mathematics for Seniors course and/or the English 12 College and Career Ready (English 12 CR) course. To address the number of high school graduates entering postsecondary education in need of remediation, the WVDE and the state Higher Education Policy Commission developed these transition courses to improve alignment between K-12 and higher education. The courses are designed for high school seniors who plan to attend college but who score below the legislatively mandated level for placement into credit-bearing courses. The Transition Mathematics for Seniors course was implemented in all West Virginia high schools beginning in 2011-12. The English 12 CR course was piloted in 2011-12 and will be integrated into the high school curriculum in 2012-13. These courses align with the CCSS and have been informed by West Virginia's leadership in the SBAC. More information about these courses can be found at

Mathematics: <http://wvde.state.wv.us/policies/p2520.2b.pdf>

English language arts: <http://wvde.state.wv.us/policies/p2520.1a.pdf>

WVBE Policy 2510 also requires students enrolled in the Transition Mathematics for Seniors course and the English 12 CR course to take end-of-course assessments to provide timely feedback on their readiness for college-entry level course work and career. The end-of-course exams (COMPASS®) will align with the state Higher Education Policy Commission's *Series 21, Freshman Assessment and Placement Standards*. In June 2012, ACT updated the item pools for COMPASS® to reflect the CCSS. Students who meet the COMPASS® benchmarks, as defined by *Series 21, Freshman Assessment and Placement Standards*, will be placed in college credit-bearing mathematics and English courses and not in developmental courses.

CAREER READINESS

West Virginia has developed a series of rigorous CTE career concentrations around six career clusters (<http://careertech.k12.wv.us/careerpathways/cp.php>). Students who complete one or more of the CTE concentrations must complete WorkKeys® assessments to demonstrate the acquisition of necessary mathematics and reading skills for the workplace. Students who meet the established WorkKeys® standards receive the Governor's Work Readiness Credential. CTE students also must complete a performance-based assessment that demonstrates they have achieved the technical knowledge and skills needed to enter the workplace and/or continue in further job training and education. The WVDE also requires CTE programs to offer students an opportunity to acquire industry-recognized credentials and/or licenses (e.g., American Welding Society, Certified Nurse Assistant).

In 2012, the West Virginia Legislature passed Senate Bill 436: Community Technical College/Career Technical Education Consortia Planning Districts. It establishes community and technical college/CTE consortia districts for all community and technical colleges to ensure that the full range of programs and services is provided throughout the state.

TRANSITION TO POST-SCHOOL OUTCOMES

Moving all students toward college and career readiness is essential. The WVDE coordinates efforts to address the postsecondary transition needs of students with disabilities (<http://wvde.state.wv.us/osp/Transition/TransitionIntro.html>). The WVDE and a stakeholder group of education and non-education agencies and advocates have developed guidance documents, protocols, and resources (<http://wvde.state.wv.us/osp/Transition/wvguidancedocuments.html>) to support students, parents, school staff, and community members.

COLLEGE AND CAREER EDUCATION AND DEVELOPMENT

The WVDE understands it is critical to increase the number of students (especially high-poverty, at-risk students) who are prepared to enter and succeed in postsecondary education. It is essential that students have the appropriate supports to access appropriate resources as part of purposeful college and career plans.

In 1996, the West Virginia Legislature passed an act requiring every public school student to have an Individualized Student Transition Plan. WVBE Policy 2510, Section 5.5.2, promulgated the rule: "An Individualized Student Transition Plan (hereinafter ISTP) covering grades 9-12 and the first year beyond graduation from high school is developed for every student in consultation with her/his parents/guardian and school counselor or advisor. The ISTP must be reviewed annually with the student and his/her parent or guardian." A variety of resources are available for developing and revising the ISTP:

- **LINKS.** The Learning Individualized Needs, Knowledge and Skills initiative (LINKS) establishes a research- and standards-based West Virginia Student Advisement Model that provides implementation tools, curriculum maps, and web-based standards-based lesson plans that enhance academic, career, and personal-social development for all West Virginia middle and high school students (<http://wvde.state.wv.us/counselors/links/about.html>).
- **Strategic Compass.** This program is a customized career assessment and exploration system available to West Virginia students (<http://westvirginia.strategiccompass.com/>).
- **College Foundation of West Virginia.** This one-stop website allows students of all ages to access information about higher education and financial aid options and to apply to college (<https://secure.cfwv.com/>). Since the College Foundation of West Virginia website was launched in October 2009, more than 67,000 accounts have been created, and more than 28,000 college applications have been submitted.

- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).** This federally funded six-year program—coordinated through the state Higher Education Policy Commission—helps students in 10 high-need counties plan, apply, and pay for training beyond high school (<http://www.wvgearup.org/index.html>).
- **PROMISE Scholarship.** In this merit-based financial aid program, West Virginia students who achieve certain academic goals are eligible to receive funds to help pay for college. Eligible high school graduates can receive annual awards of up to \$4,750 to cover the costs of tuition and mandatory fees at public or independent IHEs in West Virginia. Since the program started, more than 32,796 college students have received PROMISE scholarship funds (http://secure.cfww.com/Financial_Aid_Planning/Scholarships/Scholarships_and_Grants/West_Virginia_PROMISE.aspx).

OTHER ACCELERATED LEARNING OPPORTUNITIES

There are other significant examples of collaborative partnerships with state agencies, high schools, IHEs, and/or other business and community entities that provide West Virginia students with opportunities to experience rigorous courses and experiential learning that support college and career readiness.

- **Teach21** (<http://wvde.state.wv.us/teach21/>). This website was designed by West Virginia teachers to help colleagues plan and deliver effective 21st century instruction. It enables educators to access 21st century content standards, learning skills, technology tools, and other resources that exemplify rigorous and relevant instructional design and delivery. The depth of resources support West Virginia's goal to prepare students to be successful in tomorrow's world.
- **Parents21** (<http://wvde.state.wv.us/parents21/>). This website provides parents and guardians with tools to help their children succeed in the 21st century classroom. Research shows that parental involvement in a child's education is a critical factor in improving academic achievement.
- **Learn21** (<http://wvde.state.wv.us/learn21/>). This site provides students with access to anywhere/anytime learning. By clicking on a subject (mathematics, science, social studies, language arts, the arts, CTE), students can access links to external websites that provide extra help or enrichment through a variety of interactive resources.
- **West Virginia Youth Science Camp.** In 2011, the National Youth Science Camp partnered with the WVDE for the inaugural year of the project. The West Virginia Youth Science Camp seeks to honor and encourage high-achieving science-oriented students while introducing them to explore vital 21st century science topics they may not have otherwise considered. Guest lecturers in different STEM (science, technology, engineering, and mathematics) fields attend the camp and provide directed studies. During follow-up weekends throughout the school year, the students come back together to report the findings of their ongoing research.
- **West Virginia Spanish Language Immersion Camp.** The WVDE, in partnership with the Canaan Valley Institute and the National Youth Science Foundation, sponsored the inaugural West Virginia Spanish Language Immersion Camp. Inspired by the nationally known Concordia Language Villages, the camp fully immerses students in the language, food, music, art, history, and customs of the Spanish-speaking world while engaging in authentic hands-on studies.
- **Innovation Zones.** This program, created by an act of the West Virginia Legislature in 2009, encourages schools to innovate by permitting certain state laws, rules, and policies to be waived. Such provisions give educators greater local control over the curriculum, schedule, and site-based leadership in their schools. Schools designated as *innovation zones* essentially become learning laboratories with the flexibility to try innovative teaching strategies. A national report on school innovation has cited West Virginia's innovation zones as models for other states seeking to improve their schools. *Innovation in U.S. Public School Districts* by Hanover Research analyzed educational innovations in public schools with a focus on 21st century learning skills. States selected for inclusion in the report were chosen based on their comprehensive 21st century skills

curriculum and agenda. The report said West Virginia’s innovation zones “allow selected districts more flexibility with established state education policy in order to experiment with new educational structures and teaching techniques.” The report also noted that innovation zones allow for flexible scheduling, integration of the arts, the improvement of dropout rates, curriculum centered on the real world, and foreign language instruction in elementary schools.

For more information about tasks related to expanding access to and participation in accelerated learning programs see Table 1-8 in Appendix 1.

COLLABORATION WITH WEST VIRGINIA IHEs TO HELP TEACHERS AND PRINCIPALS TRANSITION TO THE WV NEXT GENERATION CSOs

The WVDE’s Division of Educator Quality and System Support and Division of Teaching and Learning are collaborating to ensure that all of West Virginia’s 20 IHE teacher and principal preparation programs better prepare teachers to instruct students on the WV Next Generation CSOs. The divisions’ efforts also prepare principals to support teachers in designing unique opportunities that engage students meaningfully in learning the newly adopted ELA and mathematics curricula based on the CCSS.

SPECIALIZED PROFESSIONAL DEVELOPMENT FOR INSTITUTIONS OF HIGHER EDUCATION IN THE WV NEXT GENERATION CSOs

In February 2012, the WVDE’s Office of Professional Preparation invited faculty and administrators from the 20 West Virginia IHEs with state-approved educator preparation programs to attend a meeting cosponsored by the WVDE’s Office of Instruction. Representatives of schools of education as well as arts & sciences faculty were asked to join in common purpose to better understand the WV Next Generation CSOs and the effective implementation of these standards and objectives in the K-12 continuum and educator preparation programs. More than 150 professors and deans of education and the arts & sciences participated in this comprehensive in-depth exploration of teaching and learning. A special emphasis was placed on personalized learning for all K-12 learners and underscored the designing of learning opportunities for students with exceptionalities and low-achieving students.

The executive director of the Office of Instruction began the meeting with a perspective on developing and implementing the WV Next Generation CSOs. She communicated that the new standards are critical to continuing national and statewide efforts to create opportunities for students to enjoy relevant and rigorous learning in a system that prepares students to attend college or pursue careers of their choice. Participants also were informed about the key stakeholders who helped develop the standards.

The participants received a thorough overview of the ELA standards and objectives. The presentation gave special importance to key differences between the WV Next Generation CSOs and West Virginia’s existing curriculum standards: the WV 21st Century CSOs. Resources, including a multimedia presentation featuring David Coleman and other coauthors of the CCSS for ELA, were shared with attendees. Additionally, the participants had ample opportunities to develop preliminary instructional designs for various learners across multiple contexts. Particular emphasis was placed on designing personalized instruction based on the results of formative assessments and addressing all learners within the self-contained ELA learning environment.

Likewise, WVDE staff provided a comprehensive review of key components and innovations in the WV Next Generation CSOs for mathematics. The staff paid significant attention to teaching secondary mathematics since the new standards for this area represent a critical paradigm shift in West Virginia. The

staff also emphasized that the new CCSS-based curriculum replaces specific mathematics courses such as Algebra I, Algebra II, and Geometry with more fully integrated courses such as Math I and Math II. The participants explored numerous examples of these and other instructional shifts in the new curriculum through meaningful hands-on activities. They also were challenged to envision how mathematics might best be taught across the developmental continuum. Additionally, representatives of West Virginia IHEs examined how to better prepare elementary educators and secondary mathematics teachers in light of these changes.

This meeting was just the first in a series of meetings that will continue in 2012-13 and 2013-14 to support IHE faculty and administrators in reinvigorating their educator preparation programs. In particular, these meetings will help ensure that the standards and objectives will be implemented with fidelity and address the specific needs of low-achieving students, students with disabilities, and ELLs. This collaborative effort is consistent with other initiatives undertaken by the WVDE to enhance educator effectiveness.

Preparation to Teach Math I through Online e-Learning for Educators Sessions

One particular outgrowth of this exploratory partnership among representatives of higher education and staff from the Divisions of Teaching and Learning and Educator Quality and System Support has been the development of an online, e-learning series for a cohort of West Virginia teachers who hold Mathematics thru Algebra I certification to transition to teaching the Next Generation CSOs associated with Math I. The three-session online series is designed to align with the content necessary to teach the Math I course while also deepening teachers' own mathematical content knowledge. The first of three required sessions in 2012-2013 will be offered in October and November with the second session following in January and February. The final session will be presented in March and April. Teachers who attend all three consecutive sessions will receive a \$500 stipend upon successful completion of the 19-week series.

Among the expected outcomes of the online, e-learning series in mathematics is the creation of a sustainable cohort that will build capacity among the districts to teach secondary mathematics with fidelity to the Next Generation CSOs while also creating specialized focus on students with low achievement and/or with disabilities. University faculty who developed the courses for the series have included an action research component to gain additional insight into best practices to address multiples contexts for personalized and competency-based learning of mathematics.

Enhancing Rigor in the Selection and Preparation of Elementary Educators to Teach Next Generation CSOs

Representatives of the 19 West Virginia institutions of higher education who offer educator preparation in Elementary Education have begun a series of meetings to evaluate selection and other evaluation criteria for candidates for elementary certification. The first two meetings, held in Charleston on April 5 and June 8, 2012, initiated a review of current assessments used to evaluate content and pedagogical knowledge of candidates who complete elementary education preparation programs. The university and college administrators and faculty deliberated whether to migrate to a new Praxis II test developed by the Educational Testing Service that delineates four separate sub-tests to assess candidates' content knowledge in reading and language arts, mathematics, science and social studies as an indicator of readiness to teach across the elementary programmatic level. Participants actually took a sampling of each of the four sub-tests to determine whether the rigor and expectations were appropriate for each content area to engage the heightened rigor and content knowledge demand essential to teaching and learning through the Next Generation CSOs in the elementary school.

Discussion ensued about how best to reflect elementary educators' competency to teach a rigorous curriculum through assessment upon program completion. Consensus was reached by the institutions that an introductory year would precede full implementation of the new Praxis II series test for candidates for elementary certification as recommended for adoption. Liaisons from the Office of Professional Preparation will monitor closely results based on the newly adopted test while encouraging West Virginia's

elementary educator preparation programs to discern additional avenues for ensuring elementary educators understand deeply the content they teach. Higher education faculty will convene in fall 2013 for a roundtable discussion of preliminary testing data to highlight areas of instructional focus to improve candidates' completion outcomes as appropriate.

Higher Education Community of Practice to Address Economically-Insecure Low-Achieving Students

The Office of Professional Preparation is working with the Office of Federal Programs to convene a community of practice among higher education faculty to develop specific strategies and a specialized knowledge base for educator preparation programs to prepare West Virginia teachers to address low educational achievement among low-income students. The Office of Professional Preparation will invite key stakeholders of the 20 West Virginia universities and colleges that prepare teachers to share research and best practices related to educating students who live in rural poverty.

The first topical face-to-face meeting of the community of practice is scheduled for spring 2013 and will focus on interpretation of current achievement and economic data. Staff from the Office of Federal Programs will unpack these data for participants to prioritize the work of community of practice. An electronic forum will be in place to continue the community of practice's evolving understanding, developing strategies and exchange of ideas and best practices. The community of practice's primary goal is to alleviate to the degree possible through our educator preparation programs, and subsequently through our educational system, the double burden of economic insecurity and low achievement faced by many West Virginia children.

Collaboration with the Office of Special Programs

The Office of Instruction and the Office of Professional Preparation are investigating the creation of a series of professional development for school of education faculty designed and delivered in the collaboration with the Office of Special Programs. This series will seek to build educator preparation programs' capacity to prepare educators to teach students with disabilities and other exceptionalities using Next Generation Content Standards and Objectives. The executive directors of all three offices are committed to the development of this initiative as the resulting series will greatly benefit educators and students alike. Representatives from educator preparation programs will likewise gain essential knowledge and practical experience in designing specialized learning opportunities for students with disabilities. The series will build on the conceptual framework developed through the Support for Personalized Learning initiative. Faculty of educator preparation programs, especially those working to prepare West Virginia's special educators, have responded favorably to this potential development. The first offering in this already highly anticipated specialized professional development series is being planned for early 2013.

Capacity-Building Series for Educator Preparation

Table 1.3 provides an overview of additional capacity building activities to be undertaken by the WVDE to better prepare educators to deliver CCSS-aligned instruction.

Table 1.3. Capacity Building Series for Educator Preparation

Milestone & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>Fall 2012</u> (Ongoing) Math I e-Learning Cohort	Offices of Instruction, Instructional Technology, and Professional Preparation	Mathematics through Algebra I teachers enrolled	WV e-Learning for Educators	Recruitment and completion
<u>January/February 2013</u> Support for Personalized Learning Framework Initiative	Offices of Instruction, Professional Preparation and Special Programs	Increased university and college faculty and educator capacity to support students with disabilities through Next Generation CSOs	Support for Personalized Learning framework	Extending to all educator preparation endorsement areas other than Special Education
<u>Spring 2013</u> Community of Practice on Economically Insecure Low-Achieving Students	Offices of Federal Programs and Professional Preparation	Electronic forum established Emerging strategies and specialized knowledge base Improved student outcomes	University- and college-level scholarship and research WVDE data management systems	Connecting educator preparation program completion results to school-based student outcomes
<u>April 2013</u> Math I e-Learning Cohort – Final 2012-2013 Session	Offices of Instruction, Instructional Technology, and Professional Preparation	Effective transition from Mathematics through Algebra I to Math I Fidelity to Next Generation CSOs	WV e-Learning for Educators Research Findings Teacher cohort	Retention and completion
<u>Fall 2013</u> Elementary Education Roundtable	Office of Professional Preparation	Improved elementary teacher and student performance	Praxis II assessment data for elementary education candidates	Uneven candidate selection and distribution

EDUCATIONAL PERSONNEL PREPARATION ADVISORY COMMITTEES

The WVBE mandates that each of the 20 IHEs offering an educator preparation program maintain an educational personnel preparation advisory committee, including faculty and community members, students, and public school teachers. These committee members serve the institution as advisors in the development and improvement of educational programs. A teacher quality coordinator from WVDE's Office of Professional Preparation serves as a nonvoting liaison to each institution's committee. These committees not only coordinate the review of schools of education programming but also seek opportunities for preparing teachers and school leaders more effectively. In this capacity, the committees often request presentations and other resources to explore new ideas and approaches in educator preparation.

Policy 5100 (*Approval of Educational Personnel Preparation Programs*) stipulates that these committees meet at least once each semester. The emerging, progressive implementation of the WV Next Generation CSOs has been a consistent agenda item at these semiannual events. The WVDE's liaisons have responded to multiple requests for information regarding the adoption and implementation of the WV Next Generation CSOs. These information sessions have steadily built capacity for higher education faculty to prepare teachers and school leaders to implement the standards. A consistent theme has been increasing the awareness and understanding of how teaching and learning must be designed to address a variety of learners across multiple contexts in terms of readiness to learn and achievement.

EDUCATOR PREPARATION FACULTY PARTICIPATION IN TEACHER LEADERSHIP INSTITUTES

A key collaborative venture between the WVDE's Office of Professional Preparation and the Office of Instruction has been to sponsor a cohort of faculty from the IHEs to participate in the state's signature professional development opportunity: Teacher Leadership Institutes. These annual weeklong institutes are led by and for teachers to learn state-of-the-art instructional designs and theoretical, as well as pragmatic, approaches and best practices. The institutes have recently served primarily to deliver specialized professional development and build statewide instructional capacity for implementing the WV Next Generation CSOs in ELA and mathematics.

This particular emphasis began in summer 2011, when the institute sponsored a Kindergarten Academy that centered exclusively on implementing the WV Next Generation CSOs for kindergarten. Various West Virginia educator preparation faculty attended the entire weeklong institute, which focused on ensuring that all teachers understand the necessity of providing a solid learner-centered educational foundation for all West Virginia children. During the institute, educator preparation faculty took part in a variety of activities, including seminars and hands-on investigations that explored the new content and pedagogical approaches.

The WVDE's Office of Instruction and Office of Professional Preparation are currently exploring the development of specialized learning activities that allow a cohort of IHE faculty to investigate the WV Next Generation CSOs more purposefully and in greater depth. These activities would apply specifically to preparation programs that target students with disabilities and low-achieving students, especially within the clinical practicum setting. The first such cohort is tentatively scheduled to begin with the 2013 summer Teacher Leadership Institute. The Office of Professional Preparation will take the lead in identifying the cohort participants, while the Office of Instruction will assume the primary responsibility for designing higher education professional development modules to be delivered at the institute.

BUILDING CAPACITY FOR PERSONALIZED LEARNING WITH THE WV NEXT GENERATION CSOS

The WVDE's Office of Instruction and Office of Professional Preparation also partnered in an initiative to optimize opportunities for students to learn using the WV Next Generation CSOs. This event, which took place in July 2012 as part of the Teacher Leadership Institute, included several higher education faculty members from the arts & sciences and from schools of education serving as staff and facilitators. The half-day meeting focused on developing student learning goals as part of instructional design and evaluating educator performance. Particular emphasis was given to establishing a clear context for learning; participants designed learning progressions with robust formative assessments to measure progress. The teachers and professors created learning sequences to address the academic and social-emotional needs of special student populations, including students with disabilities and ELLs. Participants worked collaboratively to design student learning targets and content-specific student learning goals using two data points and multiple measurements for specific groups of students with differing degrees of readiness for learning. College and university faculty specifically asked how to improve collaboration with students in the design of instruction to meet specific personalized student needs.

STANDARDS FOR PREPARATION PROGRAMS FOR PRINCIPALS AND TEACHERS

Teaching and learning through the WV Next Generation CSOs will form an integral part of teacher and school leader practice and preparation. Preparing principals to be strong instructional leaders is essential to implementing the new standards. The Office of Professional Preparation has convened a series of meetings with representatives from the state's six IHE that prepare principals to develop revised standards for the state's leadership preparation programs. These meetings also involved key stakeholders, including department chairs, professors, district administrators, graduate students, and principals. The stakeholder group first met in February 2012 and then again in April 2012; the series will continue in fall 2012. This leadership standard stakeholder group is built on the model established by the taskforce that developed the West Virginia Professional Teaching Standards, which led eventually to all 20 West Virginia educator preparation programs undergoing a rigorous re-approval process to demonstrate alignment with the new teaching standards. The leadership preparation programs will carry out a similar re-approval process once the standards have been approved—anticipated to begin in fall 2013.

CROSS-STATE ENGAGEMENT THROUGH THE STATE CONSORTIUM ON EDUCATOR EFFECTIVENESS

West Virginia enjoys active membership in the CCSO's State Consortium on Educator Effectiveness (SCEE). At the June 2012 SCEE National Summit on Educator Effectiveness, West Virginia's team included higher education representatives for teacher and principal preparation. Team members participated in sessions on evaluating teachers in non-tested grades and subjects and on enhancing principal and leader effectiveness through alignment with leadership standards. By collaborating with other states, the WVDE is now better informed in terms of developing revised leadership standards and other initiatives. The WVDE's Office of Professional Preparation has also benefited from the technical assistance provided by the consortium's Educator in Residence Mary-Dean Barringer.

In October 2011, prior to the 2012 summit, West Virginia's state team participated in an SCEE topical meeting in St. Louis that focused on educator evaluation. At this meeting, Office of Professional Preparation staff presented West Virginia's evaluation framework for discussion and review. The state's team will participate in the upcoming SCEE topical meeting in Charlotte, North Carolina, in September 2012. This meeting will focus specifically on teacher and leader preparation. The West Virginia team looks forward to working with colleagues from other SEAs to provide input into policies on teacher and leadership readiness and on educator preparation program approval, licensure, and certification. West Virginia's team has already made considerable progress in implementing a re-approval process for educator

preparation programs and seeks to share these experiences with colleagues from other states while gaining insight into how to improve them.

For more information about tasks related to collaboration with WV IHEs see Table 1-9 in Appendix 1.

EVALUATION OF CURRENT ASSESSMENTS AND TRANSITION PLAN FOR IMPLEMENTING THE WV NEXT GENERATION CSOs

The WVDE, in collaboration with the state’s education community, has taken bold actions to implement a comprehensive assessment system that aligns with rigorous 21st century proficiency expectations and that includes summative and interim/diagnostic components. The available assessments employ a variety of challenging items, online administration for some components, and an array of opportunities for educators to gather formative and summative data about their students. By investing in this modern assessment system, West Virginia received an “A” grade from Quality Counts in the area of Standards, Assessment, and Accountability in 2006, 2008, 2009, 2010, and 2011¹.

Additionally, West Virginia is in the process of augmenting the current assessment system, which provides excellent coverage for grades 3–11, to include standards-aligned formative assessments in pre-kindergarten, kindergarten, and grades 1 and 2. The inclusion of these new assessments, which will help prepare students for the CCSS, will ensure that valid and reliable information about student achievement is available to guide instruction and inform accountability at all levels of the education system.

Furthermore, because of the WVDE’s experience in this area, West Virginia serves as a governing state in the SBAC and has taken a key leadership role in developing the new assessment. WVDE staff currently serve on the following workgroups/committees for the consortium:

- Test Administration
- Formative Processes and Tools
- Technology Approach
- Technology Review Board
- Accessibility and Accommodations
- Performance Tasks

West Virginia also serves in a governing capacity in the following consortium areas:

- Teacher Involvement
- Procurement Study
- Technology Readiness Team

West Virginia has an ambitious plan to transition to the SBAC assessment by 2014-15. This plan includes field tests of the new SBAC assessment and online administration of a separate pilot assessment during 2012–13. These activities will help West Virginia gauge the level of administrative effort necessary to administer the SBAC assessment statewide in 2014-15.

The following section briefly describes the components of the current assessment system and the WVDE’s plans to transition these assessments during the coming years. The section is organized into five subsections: (1) Formative Assessments Available in Grades PK-2, (2) Summative Assessments Available

¹ In 2007, Quality Counts did not include state grades. However, West Virginia was ranked 9th of 51 in Standards, Assessment, and Accountability this year: <http://www.edweek.org/media/ew/qc/2007/17shr.wv.h26.pdf>.

in Grades 3-12, (3) Interim/Diagnostic Assessments to Aid Teachers in Transitioning Students to the CCSS, (4) College Readiness Assessments, and (5) Career Readiness Assessments.

FORMATIVE ASSESSMENTS AVAILABLE IN GRADES PK-2

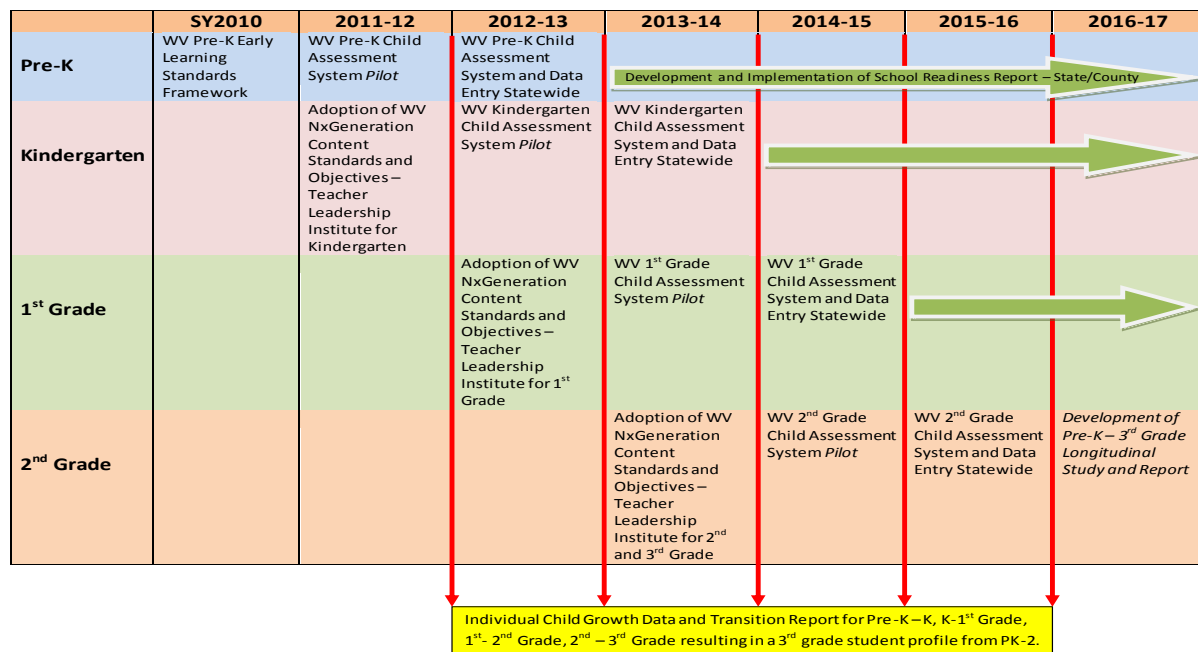
Early Learning Scale (ELS)

The Early Learning Scale, developed by Rutgers University's National Institute for Early Education Research, is a formative, ongoing, performance-based classroom assessment tool that allows teachers to observe children's development over time, that informs intentional teaching, and that is user friendly to facilitate parent communication. Data for the Early Learning Scale are derived from ongoing assessment techniques that occur daily. The Early Learning Scale was included in the 2010 revisions to the West Virginia Early Learning Standards (WVBE Policy 2520.15).

Expansion Plan for Early Childhood Assessment. Over the next five years, the WVDE is projected to complete an ambitious project that will yield population and individualized growth data for children in grades pre-K through 2. These data will be available as part of a multiyear plan to pilot and establish a statewide system for early childhood formative assessment that benefits personalized learning for all children and that informs classroom instruction, planning, and family communication for children in grades pre-K through 2.

This project is already underway via the ongoing pilot of the West Virginia Kindergarten Child Assessment System in selected counties during 2012-13. Figure 1.3 displays a comprehensive timeline for piloting and implementing the early childhood assessment project in conjunction with the rollout of the West Virginia Early Learning/Next Generation CSOs. The project will be undertaken by the WVDE's Office of Early Learning in collaboration with the offices of Assessment and Accountability, Research, Information Systems, and Instruction.

Figure 1.3. Rollout of Additional Early Childhood Assessment Components



The early childhood assessment project will measure children's development across all learning domains, with specific growth data available for language and literacy, mathematics, science, and

social emotional/social studies. Components have been built in to ensure instrument validity and teacher reliability. Work with the Early Learning Scale will provide a reliability process that requires teachers to score at a certain percentage before their classroom data can be considered valid for use in the state's early childhood data reporting system. Additionally, the integration of various report components into the system will clearly articulate student growth to a variety of audiences, including administrators, teachers, and families. The student profile, or Child Accomplishments Summary, will provide a narrative based on individual children's development across domains at various points throughout the school year. It also will generate annual outcome reports with aggregate growth data based on the accomplishments of children at the state, district, site, classroom, and individual levels. This information will provide guidance to the WVDE regarding decisions about professional development, instruction, planning, and communication.

The completion of this plan will culminate in the development of a comprehensive system of assessments for grades pre-K-2 to complement the existing grades 3-12 system. This will bridge a critical gap in the current education data system, removing a black box that has posed considerable challenges to ascertaining information about student readiness and objectively evaluating the effectiveness of early interventions. The information from these assessments also could dramatically increase the quality of instruction for young students. For the first time in West Virginia history, teachers will have valid and reliable information regarding the ability of each student in early grades to access the state's academic achievement standards. Because these standards are aligned with elementary standards and the CCSS, students should enter the third grade more prepared than ever to participate actively in a quality education. Further, this assessment system will allow West Virginia to conduct unprecedented research utilizing longitudinal designs—informing both policy and program selection.

SUMMATIVE ASSESSMENTS AVAILABLE IN GRADES 3–12

West Virginia Educational Standards Test 2 (WESTEST 2)

The adoption of the WV 21st Century CSOs transitioned the state's education system from a set of standards that were aligned with only basic skills proficiency expectations to a nationally rigorous set of expectations based on nationally and internationally assessed content (e.g., NAEP, TIMSS, PIRLS, and PISA). This produced a 180-degree turnaround in terms of academic expectations and compelled the state to develop and adopt an entirely new assessment system, the centerpiece of which is the West Virginia Educational Standards Test 2 (WESTEST 2).

Test Development and Features Aligned to 21st Century Expectations/CCSS. WESTEST 2, developed in 2007 and 2008, is administered annually in grades 3-11 in mathematics, reading/language arts, science, and social studies. The reading/language arts subtest of WESTEST 2 includes two components: (1) a selected response session that uses single or multiple connected passages of text and (2) an online writing assessment session that asks students to respond to writing prompts via a secure computer program—these prompts align to four genres (narrative, informative, persuasive, and descriptive). WESTEST 2 was adopted to ensure compliance with No Child Left Behind.

WESTEST 2 items were developed purposefully to align to 21st century expectations, many of which form the basis of the CCSS. Some of these characteristics include the following:

- engaging formats that employ various types of graphic organizers;
- increased item rigor to mirror the depth of knowledge level of the content standards and objectives;
- language and tools that reflect 21st century skills;

- scenarios and answers that reflect 21st century skills;
- real-world applications;
- items that require critical-thinking skills, including extrapolation and application; and
- application of problem solving and the potential for multiple approaches.

These parameters incorporate many of the characteristics of the CCSS's Standards for Mathematical Practice and the English Language Arts Anchor Standards. Table 1.4 and Table 1.5 provide overviews of this alignment:

Table 1.4. Features of WESTEST 2 Aligned with CCSS Standards for Mathematical Practice

Selected CCSS Standards for Mathematical Practice	Corresponding Features of WESTEST 2
Make sense of problems and persevere in solving them.	Many WESTEST 2 items have multiple methods for solving and still arriving at the same solution. Many items include illustrations and/or graphic organizers to help students frame their thinking.
Reason abstractly and quantitatively.	WESTEST 2 items expect students to consider multiple pathways to solutions and to give attention to units of measurement.
Construct viable arguments and critique the reasoning of others.	WESTEST 2 items require students not only to calculate an answer but to identify a reasonable justification or to determine a viable argument.
Model with mathematics.	Many WESTEST 2 items incorporate scenarios as part of the information. Students can use charts, graphs, or other models to solve the problems.
Use appropriate tools strategically.	Students can use calculators, rulers, and paper to solve problems; additionally, students can use embedded graphic organizers, if necessary.
Attend to precision.	Some items contain justifications for responses that require students not only to determine precise answers but to justify their processes.
Make use of structure.	A major component is pattern recognition and application to other situations.
Look for and express regularity in repeated reasoning.	Students are expected to recognize situations where common mathematical algorithms are required as part of the problem-solving process.

Table 1.5. Features of WESTEST 2 Aligned with College and Career Readiness Anchor Standards for ELA

College and Career Readiness Anchor Standards for ELA	Corresponding Features of WESTEST 2
Reading	Reading passages address the college and career readiness anchor standards for reading and language. The passages represent a variety of writing genres and informational text. Students are expected to respond to items that link multiple texts, requiring them to use higher-order thinking skills and to generalize information.

Writing	<p>A separate online writing component addresses three of the four components of the college and career readiness anchor standards for writing and language. Each student responds to a randomly assigned passage and prompt from one of four genres: narrative, descriptive, informative or persuasive (only narrative or descriptive in grade 3). Passages and prompts are delivered electronically, and students respond via computer.</p> <p>The writing assessment is performance based and delivered online. As such, West Virginia has several years' experience developing and administering online performance assessments. The ability to include performance task assessments via an online platform is a cornerstone of the SBAC proposal.</p>
Speaking and Listening	WESTEST 2 does not assess speaking and listening.
Language	Several multiple-choice items on the reading/language arts test assess student knowledge of various components of the language standard. Additionally, student responses on the online writing assessment are scored in five analytic writing traits, including organization, development, sentence structure, word choice/grammar usage, and mechanics.

2009 Benchmark Standard Setting. West Virginia educators established the original 2008 cut scores for WESTEST 2 via the bookmark standard-setting methodology based on the fall 2008 field test of the assessment. These cut scores resulted in a distribution of performance, ranging from approximately 60 percent mastery in third grade to 40 percent in 11th grade—decidedly more rigorous than the prior assessment (WESTEST). However, in 2009, as West Virginia continued the transition to rigorous 21st century standards and assessments, the WVDE worked closely with its Technical Assistance Committee, LEA representatives, and educators to redefine mastery expectations through a groundbreaking benchmark standard-setting process recommended by Dr. Gary Phillips of the American Institutes for Research. The rationale was that the revision of proficiency expectations would more accurately reflect the policy expectation that West Virginia students would be able to meet and exceed national and international proficiency expectations. Ultimately, this transition has resulted in West Virginia being better positioned to transition to the CCSS.

As described by Phillips (2010), the benchmark method of standard setting begins with a review of empirical data. These data set the stage for policy decisions about the appropriateness of a set of cut scores, given real-world expectations that exist for students. This is contrary to traditional standards setting, which ends with a review of empirical data that results from stakeholder decisions about what “proficiency” represents.

In February 2009, the WVDE and test vendor CTB/McGraw-Hill (hereafter, CTB) conducted a benchmark standard setting for WESTEST 2 for grades 3-11 in mathematics, reading/language arts, and social studies, and for grades 3-9 in science to recommend cut scores associated with five performance levels: *Novice*, *Partial Mastery*, *Mastery*, *Above Mastery*, and *Distinguished*. Four committees—comprising 128 classroom teachers (69% of the committee), administrators, policy makers, parents, and community members—focused on individual content areas. These four groups were divided into four subgroups for grades 3-4, 5-6, 6-7, and 9-11. Within these subgroups, participants worked in small groups of four with single table leaders.

Using Phillips's (2010) recommendations and following the Bookmark Standard Setting Procedure (BSSP; Lewis, Mitzel, & Green, 1996), the WVDE examined previous WESTEST 2 and NAEP data to determine target percentages of *Mastery*-level students—West Virginia's performance level representing proficiency. Using these target cut scores for proficiency, CTB trained participants in the Bookmark Standard Setting Procedure and how to use and interpret target cut scores. Participants then participated in the Bookmark Standard Setting Procedure for the initial grades of 3, 5, 8, and 11 in mathematics, reading/language arts, and social studies and for grades 3, 5, 7, and 9 in science. Participants then engaged in the Bookmark Standard Setting Procedure for the interim grades. This approach maximized efficiency while ensuring that the participants considered the cut scores for all grades.

After two rounds of participant recommendations, the WVDE and CTB reviewed the proposed cuts to determine the percentage of students classified in each performance level. All adjustments were presented to the standard-setting participants, who then gave feedback on the new targets and provided content-based rationales and alternate bookmarks and rationales, if necessary. This process was repeated for the interim grades.

At the conclusion of the standard-setting process, the participants analyzed and refined the WESTEST 2 performance-level descriptors—summarizing the knowledge, skills, and abilities of students at each level. The WVDE reconvened and adjusted the cut scores to be within acceptable industry standards (Cizek & Bunch, 2007), using standard errors of measurement and cut scores. These cut scores were approved by the WVBE in May 2009. The same approach was taken for science in grades 10 and 11.

2010 Cut Score Revision to Accelerate the Transition to the CCSS. In November 2009, the WVDE convened a meeting of the National Technical Assistance Committee to discuss the operational results from the 2009 WESTEST 2 and the necessity of a second standard-setting meeting to adjust cut scores and performance descriptors, if needed.

In December 2009, as part of a statewide initiative to promote 21st century skills and to adjust the WESTEST 2 achievement standards to match national and international benchmarks more closely, the WVDE targeted new cut scores and developed new performance-level descriptors (renamed achievement-level descriptors). When evaluating the cut scores for WESTEST 2, the WVDE considered the percentage of students at or above proficient on the NAEP. Additionally, data from the Trends in International Mathematics and Science Study (TIMSS) were considered in evaluating the appropriateness of the new cut scores. By applying these new cut scores to the spring 2009 operational data, the WVDE calculated the percentage of students classified in each achievement level for each grade and subject area.

In February 2010, the WVDE and CTB conducted a cut score review using the 2009 WESTEST 2 operational data. The same Bookmark Standard Setting Procedure from 2009 was used to determine the new cut scores based on the 2009 operational test data. All 27 individuals who participated in this review also had been part of the February 2009 standard setting, and most had served as table leaders. Approximately 35% of the participants were classroom teachers, and most of the remainder were county test coordinators.

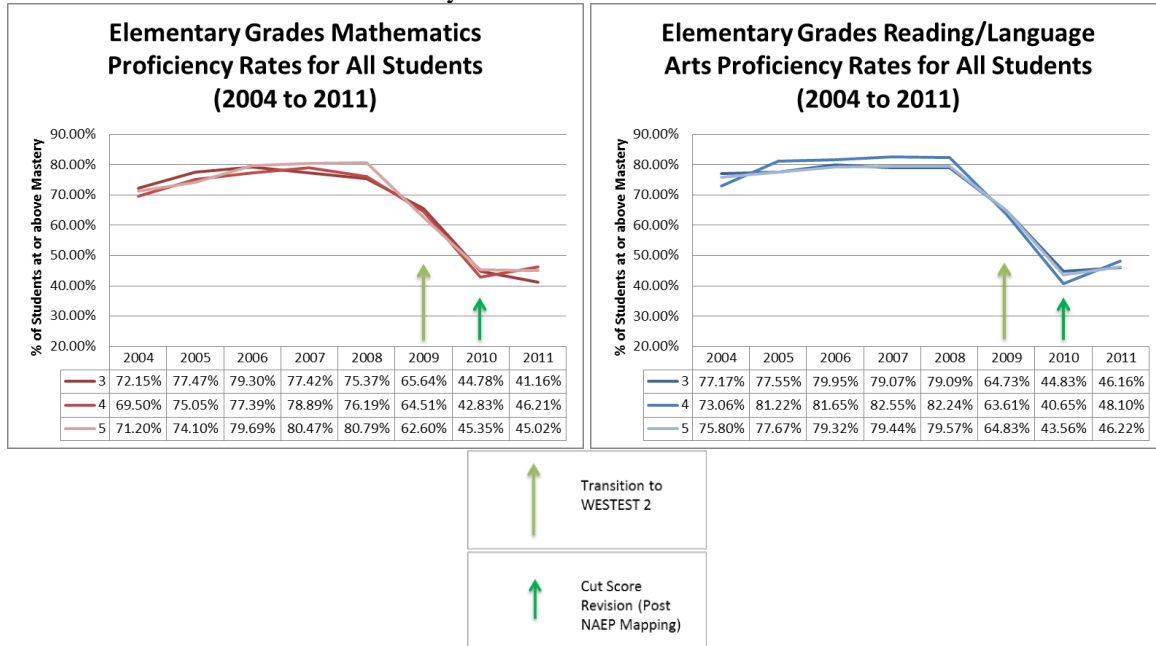
At the conclusion of the cut score review process, the participants analyzed and refined the WESTEST 2 achievement-level descriptors. The WVDE reconvened and adjusted the cut scores to be within acceptable industry standards (Cizek & Bunch, 2007), using standard errors of measurement and cut scores. These new cut scores were approved by the WVBE in March 2010.

Impact of Transition in Standards/Assessment, Benchmark Standard-Setting, and Cut Score Revision.

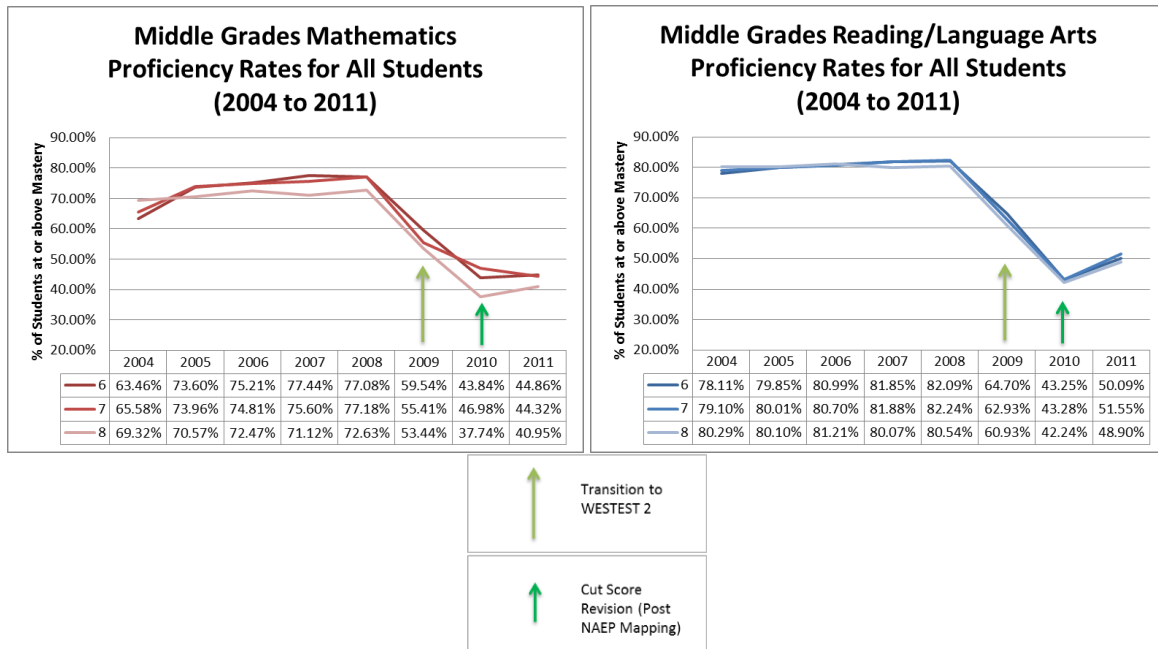
In mathematics, the median percentage of grade 3, 4, and 5 students who were proficient in 2008—the last year of WESTEST—was 76.19%. After the transition to the WV 21st Century CSOs and WESTEST 2 in 2009, this percentage decreased to 64.51%. Further revisions to the cut scores for WESTEST 2 following the February 2009 benchmark standard-setting process resulted in even more dramatic reductions in the percentage of students meeting proficiency expectations—from a median of 64.51% in 2010 to 44.78% in 2011. The data illustrate similar reductions for elementary grade students in reading and language arts—the median percentage of students meeting proficiency expectations declined from 79.57% in 2008, to 64.73% in 2009, to 43.56% in 2010, reflecting the increased rigor that resulted during these transitions.

As these figures illustrate, the transition from WESTEST to WESTEST 2, the subsequent 2009 benchmark standard setting, and the 2010 cut score revision resulted in a dramatic decrease in the percentage of elementary students who met the state's new rigorous performance expectations in mathematics and reading/language arts [see Figure 1.4 for more details].

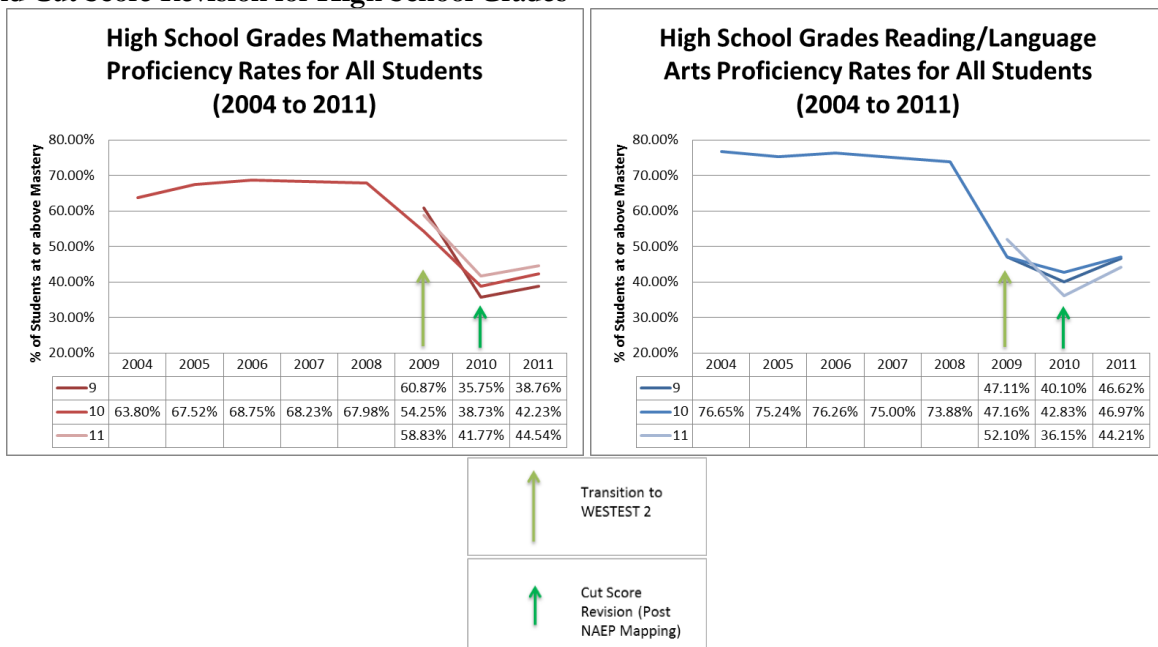
Figure 1.4. Impact of Transition in Standards/Assessment, Benchmark Standard-Setting Process, and Cut Score Revision for Elementary Grades



The transition for middle school students—grades 6, 7, and 8—was similarly dramatic. The median percentage of students meeting proficiency expectations in mathematics declined from 77.08% in 2008 to 43.84% in 2010. The median percentage of students meeting the expectations for reading/language arts also declined significantly from 82.09% in 2008 to 43.25% in 2010 [see Figure 1.5 for more details].

Figure 1.5. Impact of Transition in Standards/Assessment, Benchmark Standard-Setting Process, and Cut Score Revision for Middle School Grades

Finally, the transition for high school students—grades 9, 10, and 11—also reflects the increased rigor of the new expectations. The percentage of grade 10 students meeting proficiency expectations in mathematics declined from 67.98% in 2008 to 38.73% in 2010. The percentage of students meeting these expectations for reading/language arts declined from 73.88% in 2008 to 42.83% in 2010. West Virginia also began testing grades 9 and 11 in the transition to WESTEST 2, and these data clearly show that the transition in standards/assessment as well as adjustments to the cut scores had a significant impact [see Figure 1.6 for more details].

Figure 1.6. Impact of Transition in Standards/Assessment, Benchmark Standard-Setting Process, and Cut Score Revision for High School Grades

West Virginia’s transition to more rigorous standards clearly resulted in a dramatic decrease in student proficiency rates at all tested grade levels. However, due to this transition to more nationally/internationally rigorous proficiency expectations, West Virginia was recently lauded for having standards that are “about right,” according to the Southern Regional Education Board. This resetting of academic standards communicates West Virginia’s commitment to broad reform and positions the state to transition successfully to the CCSS and the SBAC assessment.

Development of the West Virginia Growth Model. West Virginia is committed to helping educators better understand how individual students perform and grow academically. With a robust longitudinal data system and unique individual student identifiers in place since the early 1990s, West Virginia has had the ability to track individual student progress longitudinally for many years. However, the current status model of school accountability used in West Virginia and in many other states has not encouraged this approach. Instead, student performance has traditionally been captured annually at isolated points in time with little consideration of investigating performance over time (i.e., growth). The status approach is limited because students who perform at or above *Mastery* at a given point in time under this model may or may not be on track to maintain this level of performance in the future. Conversely, students who perform below *Mastery* at a given point in time could potentially be on track to attain *Mastery* within a reasonable amount of time. The current status model is insensitive to both possibilities.

Having identified the need to familiarize stakeholders with measurements of student growth in preparation for implementing the next generation of student assessments—and acknowledging the need for such information to guide instruction and program evaluation—the WVDE contracted with Dr. Damian Betebenner of the National Center for the Improvement of Educational Assessment in 2010 to develop the West Virginia Growth Model. The model uses the student growth percentile methodology developed by the state of Colorado to determine individual student growth on the state’s summative assessment. It is described in detail in Dr. Betebenner’s 2008 publication *Norm- and Criterion-Referenced Student Growth*: http://www.nciea.org/publication_PDFs/normative_criterion_growth_DB08.pdf.

The West Virginia Growth Model applies an extension of least-squares regression, known as quantile regression, to all available prior academic performance data and determines an annual conditional student performance distribution, which is used to calculate a student growth percentile for each individual student with at least two consecutive WESTEST 2 scale scores. The student growth percentile provides descriptive and diagnostic information about how much growth has occurred for a given student over a single year when compared with students across the state with similar academic histories. Put another way, the process examines a student’s current performance relative to those who have previously “walked the same performance path.” The student growth percentile can be readily converted to an easy-to-understand probability statement that informs stakeholders about the spectrum of observed growth for West Virginia students—shining the light on both exemplary and troubling levels of individual growth.

Furthermore, student growth percentile analysis allows the state to apply the results forward and determine various percentile growth trajectories for each student. These trajectories (one for each percentile) provide a real-time view of the necessary levels of growth, expressed in the growth percentile metric, for students to reach a given level of performance within one to three or even more years. These trajectories allow stakeholders to quantify what it will take for a student to reach any performance outcome that might be established. In conjunction with predefined performance goals and timelines, the results can be used to define an adequate growth level for achieving or retaining *Mastery* of the state’s academic achievement standards within a reasonable period of time.

Taken together, student growth percentiles and percentile growth trajectories allow the state to answer two key questions. “How much growth has occurred?” can be quantified using the student growth percentile. “Is it enough growth?” can be determined using pre-established performance goals and timelines together with percentile growth trajectories.

In 2011, the WVDE, under Dr. Betebenner’s guidance, conducted preliminary calculations based on the 2008-09 and 2009-10 operational WESTEST 2 assessment data. Customizations to the statistical program used to derive the student growth percentiles were subsequently completed in 2011 with Dr. Betebenner’s assistance. The WVDE has used these customizations to brand the student, class, school, district, and state reports with its own nomenclature and to customize the underlying mathematical calculations within the program syntax to reflect variable constraints specific to West Virginia. As a result, West Virginia can now produce student, class, school, district, and teacher growth reports in house with only minimal external technical assistance each year. Moreover, because West Virginia employs a common student information management system in all LEAs (the West Virginia Educational Information System), the WVDE projects that early during the 2012-13 school year, all teachers of record will have access to interactive growth reports for their rostered students for the current and previous school years. These reports will be updated dynamically as rosters change and will provide teachers with unprecedented access to live assessment data and innovative data visualizations. These changes will help drive instructional improvement for students who are not achieving the necessary growth to reach or maintain the state’s proficiency expectations for reading/language arts and mathematics. Additionally, the WVDE’s Office of Assessment and Accountability will conduct regional professional development related to the West Virginia Growth Model Accountability during 2012-13. This professional development will include an overview of the available reports as well as guidance for interpreting growth data and using this information for planning purposes.

Data from the West Virginia Growth Model will also be used for the following:

- **School Improvement.** School-level growth data—such as the median student growth percentile, percentages of students who achieve probabilistically low or high levels of growth, and students who achieve growth-to-standard—will help determine the relative need for and the impact of various school improvement interventions. Status and growth measurements of academic progress also will inform school classifications.
- **Educator Effectiveness.** The median student growth percentile can be calculated for nearly any group and interpreted as a summary statistic quantifying the average growth for that group. At the classroom level, the median growth percentile can be conceptualized as one estimate of a classroom teacher’s impact during an academic year. Likewise, with respect to principals and administrators, a school-wide median growth percentile for all students and for relevant subgroups can reasonably be considered with other measurements of student performance as meaningful evaluative criteria. Student growth data from the model are incorporated into the current educator evaluation system [see narrative for Principle 3].
- **Informing Instruction Decisions.** Teachers will use student growth data to help determine a range of instructional interventions for their students. Specifically, growth data will provide teachers with individualized information regarding which students are progressing toward proficiency and which ones require more intensive intervention to meet proficiency.
- **Program Evaluation and Research.** Data from the West Virginia Growth Model will

provide unprecedented value to WVDE's systemic research initiatives and program evaluation. The individual student-level data generated via the model will offer an entirely new window into the academic growth of students, who are impacted by various intervention programs provided by the WVDE and external vendors. This information will produce better-informed policy decisions about which programs should receive continued support and which programs should be abandoned in pursuit of more effective alternatives.

- Informing Stakeholders.** The West Virginia Growth Model will make statewide assessment data more accessible and useful to a wide variety of stakeholders, including parents, students, teachers, and school administrators. This is because the model will quantify individual student growth within a norm-referenced framework that is easily understood by the public. Beyond student growth percentiles, growth-to-standard calculations will make the state's criterion-referenced goals and objectives much more accessible to parents and other stakeholders by simply illustrating the necessary levels of sustained growth to keep students at proficiency or to ensure they meet proficiency within a predetermined period of time. This information will be valuable to educators as they select instructional techniques and for parents as they provide the necessary supports for their children. Student growth reports will be widely available to LEAs, teachers, and principals during 2012-13; parent reports should be accessible by 2013-14.

West Virginia's plans to include growth data in the state's accountability system are further detailed in the narrative for Principle 2.

Alternate Performance Task Assessment (APTA)

As noted earlier, the Alternate Task Performance Assessment (APTA) is West Virginia's Alternate Assessment Based upon Alternate Academic Achievement Standards (AA-AAS). It is administered in mathematics and reading/language arts in grades 3-11 and in science in grades 4-6 and 10. As a member of the Dynamic Learning Maps (DLM) assessment consortium, West Virginia has plans to transition to the new DLM assessment by 2014-15.

West Virginia Test of English Language Learning (WESTELL)

This is West Virginia's English language acquisition proficiency examination for K-12 students who are not native English speakers or who have a home language other than English. The state's transition plan for instruction/assessment of ELLs was detailed earlier under the major heading "*Linguistic Demands of WV Next Generation CSOs and the Development of Corresponding ELP Standards.*"

INTERIM/DIAGNOSTIC ASSESSMENTS TO AID TEACHERS IN PREPARING STUDENTS FOR THE CCSS

Acuity – Acuity is an online program developed by CTB that provides schools with formative and interim/diagnostic assessments aligned to both the WV 21st Century CSOs and CCSS. The program provides feedback, scoring, and reporting in mathematics, reading/language arts, science, and social studies. It is designed to inform teaching and improve student learning. Instructional resources guide students through step-by-step mini-lessons targeted to a variety of skill sets. Districts currently use West Virginia-developed benchmark assessments, develop their own benchmarks aligned with their curriculum pacing, and/or develop individual teacher-made assessments using the available item bank. The WVDE's Office of Assessment and Accountability provides professional development and technical assistance support to LEAs and school staff in using these resources to drive instructional and school improvement decisions.

In preparing for the transition to the CCSS, West Virginia has developed a variety of mathematics and ELA custom items within the Acuity Platform—all aligned to the CCSS. CTB has also included additional CCSS-aligned items and a set of CCSS diagnostic forms in the item bank. Existing WV custom items written to the WV 21st Century CSOs have been aligned, where applicable, to the CCSS. Teachers can use these items to determine their students' levels of readiness to access the WV Next Generation CSOs. Additionally, West Virginia plans to develop additional Common Core resources for ELA and mathematics, as illustrated in Table 1.6.

Table 1.6. CCSS Augmentation Schedule for Acuity Assessment

School Year	Grades	ELA Resources	Mathematics Resources
2012-13	4,5, and 9	<p>Additional CCSS-aligned items for LEA/school use</p> <p>New performance tasks that assess students' speaking and listening skills</p> <p>ELA units that use text-based questioning and that address content aligned to the CCSS</p>	<p>Additional CCSS-aligned items for LEA/school use</p> <p>CCSS Math I unit assessments</p> <p>CCSS Math 4 and Math 5 cluster assessments</p> <p>CCSS Math I and Math II readiness tests for placing students in the correct mathematics classes</p> <p>Gridded response items and performance task items aligned with the CCSS</p>
2013-14	3,6,7, and 10	<p>Additional CCSS-aligned items for LEA/school use</p> <p>New performance tasks that assess students' speaking and listening skills</p> <p>ELA units that use text-based questioning and that address content aligned to the CCSS</p>	<p>Additional CCSS-aligned items for LEA/school use</p> <p>CCSS Math II unit assessments</p> <p>CCSS Math 3, Math 6, and Math 7 cluster assessments</p> <p>Gridded response items and performance task items aligned with the CCSS</p>
2014-15	8 and 11	<p>Additional CCSS-aligned items for LEA/school use</p> <p>New performance tasks that assess students' speaking and listening skills</p> <p>ELA units that use text-based questioning and that address content aligned to the CCSS</p>	<p>Additional CCSS-aligned items for LEA/school use</p> <p>CCSS Math III unit assessments</p> <p>CCSS Math 8 cluster assessments</p> <p>Gridded response items and performance task items aligned with the CCSS</p>

West Virginia Writes (WV Writes)

WV Writes is a performance-based formative assessment that allows students to practice their writing using an online program. It provides formative writing assessments that inform teaching and that improve

student learning. It also generates important data on student performance relative to the West Virginia writing rubric areas of organization, development, sentence structure, word choice/grammar usage, and mechanics; these data allow educators to target their writing instruction more effectively. CTE programs have also created custom prompts within WV Writes to help students refine writing skills that relate to specific career clusters.

In transitioning to the CCSS, WV Writes will be augmented with additional writing prompts and lesson plan units that align with the current WV 21st Century CSOs and the CCSS writing standards. The prompts will allow teachers to determine their students' levels of readiness to access the CCSS. The WVDE plans to develop additional resources, as indicated in Table 1.7.

Table 1.7. CCSS Augmentation Schedule for WV Writes

School Year	Grade(s)	Resources
2012-13	4, 5, and 9	Four grade 4 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 5 Common Core prompts and writing units (2 informative, 2 argumentative) Eight grade 9 Common Core prompts and writing units (4 informative, 4 argumentative)
2013-14	3, 6, 7, and 10	Four grade 3 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 6 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 7 Common Core prompts and writing units (2 informative, 2 argumentative) Four grade 10 Common Core prompts and writing units (2 informative, 2 argumentative)
2014-15	8 and 11	Four grade 8 Common Core prompts and writing units (2 informative, 2 argumentative) Eight grade 11 Common Core prompts and writing units (4 informative, 4 argumentative)

COLLEGE READINESS ASSESSMENTS

ACT EXPLORE®

EXPLORE® is a norm-referenced test given to all eighth-grade students in West Virginia. It includes mathematics, English, reading, and science subtests. All items are selected response. It also includes an interest inventory component to predict potential college/career pathways.

ACT PLAN®

PLAN® is a norm-referenced assessment that measures English, mathematics, reading, and science skills for 10th-grade students. It can also gather information and generate reports regarding students' educational career plans, interests, high school course work plans, and self-identified needs for assistance. The purpose of this assessment is to provide career awareness and exploration activities; additionally, 10th-grade students

can use it to revise their individualized plans for the 11th and 12th grades. ACT® is the vendor for ACT PLAN®.

ACT COMPASS®

COMPASS® is an untimed computer-adaptive college placement test that quickly evaluates students' skill levels in mathematics and English (writing). As a computer-adaptive test, it adjusts the item difficulty to the skills of the individual student, eliminating items that are too easy or too difficult and that contribute little to the student's score. Such flexibility reduces the number of items and testing time while maintaining the accuracy of the results. This adaptive nature means that few students receive the same items or even the same number of items. Students begin testing with a question of medium-level difficulty. If they answer correctly, more difficult questions are generated; to the contrary, if they answer incorrectly, a less difficult question is provided. The software continues to provide more or less difficult questions until a reliable score is obtained.

CAREER READINESS ASSESSMENTS

ACT WorkKeys®

This assessment targets grade 12 CTE students in applied mathematics, reading for information, and locating information regarding specific CTE concentrations.

Global 21 CTE

This assessment is administered in grades 9-12 for CTE students who have completed a career concentration.

For more information about tasks related to transitioning West Virginia's assessment system see Table 1-10 in Appendix 1.

FACTORS TO BE ADDRESSED IN PREPARING TEACHERS OF STUDENTS WITH DISABILITIES WHO PARTICIPATE IN THE STATE'S ALTERNATE ASSESSMENT BASED ON MODIFIED ACADEMIC ACHIEVEMENT STANDARDS (AA-MAAS)

West Virginia does not currently employ an AA-MAAS; however, the WVDE acknowledges the need to prepare teachers of students with disabilities, who should ideally be instructed on modified academic achievement standards to utilize the Next Generation CSOs. In 2009, Measurement Inc., under contract with the WVDE, studied the issue in West Virginia schools and determined the target student characteristics for a potential AA-MAAS; however, West Virginia has no plans for an AA-MAAS:

- The target student group functions significantly below grade and/or age level, and the achievement gap does not close over grade levels.
- Progress for these students does not consistently match expectations given their scale score loss/gain statuses on general or alternate assessments—as measured by their IEP Narrative Description, Progress Ratings on IEP Goal/Short Term Objectives, and Report Card grades.
- No typical student profile adequately captures the range of social, emotional, cognitive, and behavioral strengths and weaknesses of these students (e.g., some students might be described as hard workers, while others lack motivation; some might be described as disruptive, while others seem polite).
- The target students remain at the *Novice* level in reading/language arts on general assessments

because of the gaps between their skill levels and the difficulty of the test.

- The target students instructed on alternate academic achievement standards remain indefinitely at the *Above Mastery* level on the reading/language arts subtest of the alternate assessment due to the lack of a more appropriate test on which they could demonstrate progress.
- The representation of males within the population is significantly stronger than females across reading/language arts and mathematics.
- Girls taking the 1% alternate assessment are more likely to move up to the general assessment, and boys are more likely to move down from the general assessment to the alternate.

Additionally, within the randomly selected sample of students who held the same performance levels for three years, the study identified 62% as being mildly mentally impaired.

With respect to instruction, the researchers found the following:

- There were only slight differences in the data on student learning activities, instructional time, and levels of modification for students who exhibited reading gains (RG) and students who exhibited reading losses (RL).
- Accommodations and modifications were used extensively to meet students' needs. The IEP review conducted as part of this study illustrated broad diversity in this area.
- There was a high variance in the percentage of participation in the special education versus general education environments.
- Formal and informal assessments were being administered to students in classrooms.
- Teachers of the target group, and their administrators, supported inclusion.
- Teachers of RG and RL students reported similar obstacles. The three most common were
 1. insufficient multilevel instructional materials;
 2. insufficient time in the schedule; and
 3. general education teachers who were resistant to and inadequately prepared for teaching students with disabilities.

With respect to assessment, the researchers found the following:

- Test assignments and reassignments for these students were based on data documenting the severity of students' needs.
- The reading/language arts subtest of the general assessment measured only a *small extent* of what the target students know and can do; the alternate assessment's reading/language arts subset did so to a *moderate extent*.
- Based on teacher self-reported data, there was a clear mandate to reassign most target students to new, more appropriate assessments if they were available.
- The appropriate new assessment should be less rigorous than the general assessment but more rigorous than the alternate. It should also include modifications that match more closely the accommodations and modifications used for instruction—specifically, shortened text, simpler language, and reduced choices.

The transition to the SBAC assessment and the DLM alternate assessment will expand the WVDE's ability to measure the target population's ability—that is, due to its computer-adaptive nature, the SBAC assessment should greatly expand the “floor” of the general assessment and allow a more robust measurement of achievement for these students. Likewise, the DLM assessment will vastly extend the “ceiling” of the current alternate assessment and better measure the ability of students who have significant cognitive disabilities but who currently achieve consistently at the highest levels of performance on APTA.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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West Virginia is a Governing State in the Smarter Balanced Assessment Consortium (SBAC) See Attachment 6, Page 200

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

INTRODUCTION AND BACKGROUND

When the West Virginia Department of Education (WVDE) announced its intent to submit an ESEA Flexibility Request by September 6, 2012, the state immediately filed for a waiver from the No Child Left Behind Act (NCLB) to allow for sufficient time to develop a comprehensive and supportive accountability system. This allowed West Virginia to freeze our 2011-12 annual measurable objectives (AMOs) to those levels approved in the Accountability Workbook for the 2010-11 school year. This essential action enabled West Virginia to work in a focused manner with the education community to craft a thoughtful, fair, and constructive accountability system—one that addresses student achievement and growth, provides a measure of achievement gaps, includes other important metrics such as graduation/attendance rates, and sets rigorous but attainable objectives for schools. The accompanying differentiated identification and support system provides support to struggling schools and districts and will promote data-driven changes and quality strategic planning. It is our strong belief that this system, which is outlined within this request, will build capacity in West Virginia schools and districts to close persistent achievement gaps by encouraging and incentivizing student achievement and progress. This supports our ambitious goal of ensuring all West Virginia’s students are taught in highly effective schools by the year 2020.

WEST VIRGINIA’S PRIOR ACCOUNTABILITY SYSTEM: A CONTEXT FOR TRANSITION

Following passage of NCLB, West Virginia revised its accountability and accreditation systems to include expectations that schools must improve student achievement, attendance, and dropout rates for all students. As such, the accountability and accreditation systems were adapted to foster the following:

- Rigorous and fair statewide goals for students and schools around their participation in statewide assessments, student achievement, attendance rates, and graduation rates
- Improved student achievement and graduation rates for all students and subgroups
- Clear communications to parents and stakeholders around the state’s goals and expectations for student learning and school performance
- Guidelines and guidance at the state and local levels to focus support and intervention on those schools and school systems with the greatest needs

The state’s federally based accountability system communicates a “pass/fail” designation that indicates whether a school has made Adequate Yearly Progress (AYP) or falls under the category of “Needs Improvement” while a concurrent state-based system assigns schools an accreditation status based on whether or not a school makes AYP. As part of the federally based accountability system, schools are required to meet increasingly stringent AMOs through 2014. NCLB prompted West Virginia to develop a criterion-based assessment that defined student proficiency across five performance levels (i.e., *Novice*, *Partial Mastery*, *Mastery*, *Above Mastery*, and *Distinguished*). Using the West Virginia Educational Standards Test (WESTEST), the target of 100% proficiency by 2014 seemed potentially attainable. However, as operational assessment data were compiled and compared to national (e.g., NAEP) and international (e.g., TIMSS) performance distributions, the WVDE realized that the state’s standards, assessments, and expectation must be revamped. Please see Table 2.1 below for West Virginia’s currently approved AMOs.

Table 2.1. West Virginia Title I AMOs

Year	Elementary Math	Elementary Reading / Language Arts	Middle School Math	Middle School Reading / Language Arts	High School Math	High School Reading / Language Arts
2004-05	72.00	67.00	75.00	64.00	71.00	59.00
2005-06	72.00	67.00	75.00	64.00	71.00	59.00
2006-07	76.67	72.50	79.17	70.00	75.83	65.83
2007-08	76.67	72.50	79.17	70.00	75.83	65.83
2008-09	56.00	57.00	57.00	50.00	48.00	48.00
2009-10	34.00	37.00	37.00	35.00	28.00	31.00
2010-11	50.50	52.75	52.75	51.25	46.00	48.25
2011-12	67.00	68.50	68.50	67.50	64.00	65.50
2012-13	83.50	84.25	84.25	83.75	82.00	82.75
2013-14	100.00	100.00	100.00	100.00	100.00	100.00

In West Virginia's first approved Accountability Workbook the state used a back-loaded trajectory that would have required equal increments of increases in student proficiency over time. If the standards and assessment had remained the same from 2003 to 2014, this would have been a reasonable approach to reach the policy expectation of 100% proficiency by 2013-14.

The 2009 shift in AMOs which is evidenced in Table 2.1 resulted from a total overhaul of the standards resulting in adoption of the WV 21st Century CSOs and a new assessment—WESTEST 2. This new assessment was far more rigorous and assessed new concepts and skills rather than basic knowledge. In 2010, upon review of impact data from field tests and the first year of operational administration of WESTEST 2, West Virginia further increased proficiency expectations by revising cut scores to better align with the state's performance on national and international assessments.

As shown in Table 2.1, the new starting points beginning in 2010 were an incredibly stringent set of expectations—and are more reflective of West Virginia's historic performance on the NAEP. While the decision to revise the cut scores was intended to better align with national and international expectations, the state also hoped to communicate the urgency of students becoming ready for college and careers. The major concern, however, came with revising the AMO trajectory. Table 2.1 illustrates that maintaining a policy expectation of all students reaching proficiency by the 2013-14 school year required approximately 15% proficiency increases each year—an absolute impossibility given the increased rigor and heightened expectations inherent in the new standards and assessments. As a point of context, without the waiver to freeze AMOs to 2010-11 levels, nearly 90% of schools would have failed to make AYP at the conclusion of the 2011-12 school year, thus grossly miscommunicating the state of education in West Virginia at a time when we have enacted substantial reforms to truly confront our educational challenges.

In the face of such steeply increasing expectations, the state would have applied the state accountability system to determine sanctions in addition to those based on Title I sanctions, as per Section 1116 of NCLB. Depending on the number of consecutive years a school failed to make AYP, the WVDE's Office of Educational Performance Audits, the state's accrediting body, issued a revised accreditation status. Table 2.2 depicts the differences between WVBE Policy 2320 and NCLB's Title I school sanctions.

Table 2.2. West Virginia School Sanctions

Not Meeting AYP after:	WVBE Policy 2320	Title I School Section 1116
Year 1	Recommend Unified School Improvement Plan (USIP) revision to address identified deficiencies	Recommend USIP and Title I Plan revision to address identified deficiencies
Year 2	Temporary Accreditation Status <ul style="list-style-type: none"> Revise USIP with improvement date certain (1-5 years) Upgrade to Conditional Status when approved Provide assistance (SEA) 	School Improvement <ul style="list-style-type: none"> Implement improvement plan Identify 10% of Title I allotment for staff development Provide technical assistance (SEA & LEA) LEA must offer School Choice
Year 3	Continue Conditional Status or be designated as Seriously Impaired if date certain not met <ul style="list-style-type: none"> Assign improvement consultant team Designate a Distinguished Educator to provide assistance (optional) 	School Improvement <ul style="list-style-type: none"> Continue previous year sanctions plus <ul style="list-style-type: none"> Add supplemental services for eligible students
Year 4	Continue Conditional Status or be designated as Seriously Impaired <ul style="list-style-type: none"> Revise USIP with a date certain Implement School Choice after one year as Seriously Impaired 	School Improvement <ul style="list-style-type: none"> Continue previous year sanctions plus <ul style="list-style-type: none"> Implement corrective action

While the state and Title I accountability systems exhibit a degree of alignment in terms of sanctions, the classification systems reveal a disconnect. The Title I accountability system requires an increasing number of students to be proficient as schools work toward achieving progressively higher AMOs. Depending on a school's designation of making AYP, that school is on a list. In turn, when schools fail to make AYP due to a lack of proficient students, the Office of Educational Performance Audits (OEPA), the state's accrediting body, applies a different set of criteria to determine a school's accreditation status. This yields two separate sets of criteria schools must monitor that are often considered misaligned. Further, many of the state accreditation criteria are only applied to a subset of schools—those schools not making AYP—disincentivizing continuous improvement among those schools that have made AYP but have room to grow.

ACCOUNTABILITY SYSTEM THAT PROVIDES DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT FOR ALL LEAS AND ALL TITLE I SCHOOLS

INTRODUCTION AND BACKGROUND

This Flexibility Request affords West Virginia an opportunity to align the designations of schools for both Title I and state sanctions under a single system, *the West Virginia Accountability Index* (WVAI). The WVAI assigns points to schools for progressively higher performance on a balanced set of metrics that will be in place no later than the 2013-14 school year. The resulting school designations carry with them a thorough

and well-articulated system of differentiated recognition, accountability, and supports to encourage continuous improvement among schools and LEAs. West Virginia used the WVAI to define rigorous and realistic trajectories coupled with rigorous and attainable proficiency-based AMOs. These whole-school and subgroup-specific targets, corresponding to a set of designations that prioritize rewards and services to high performance/progress schools, persistently low achieving schools, and schools with persistent achievement gaps, have yielded a proposed accountability system is rigorous, fair, valid, and transparent.

This system has three key purposes which we believe will lend themselves to the accomplishment of our primary goal that all West Virginia students will be taught in highly effective schools by the year 2020:

1. Legitimately and purposefully identify improvements or declines in academic achievement and school performance promoting intentional intervention to correct these deficiencies;
2. Draw attention to persistent and pervasive achievement gaps and require associated supports to close these gaps; and
3. Point to areas of improving, declining, or stagnating instructional quality and provide supports to improve these areas.

OVERVIEW OF THE WEST VIRGINIA ACCOUNTABILITY INDEX

West Virginia's new accountability system will use an index comprising a balanced set of indicators based on student achievement in mathematics and reading/language arts. In light of the requirement that an accountability system will address all necessary aspects of ESEA section 1111(b)(2)(C)(v)(II)(II), the index components will differentiate between elementary/middle schools and high schools. The state intends to include additional achievement metrics as revisions to state statute are proposed by the West Virginia Legislature.

From the public's standpoint, the West Virginia Accountability Index will be easy to understand. A school will receive an overall score based on multiple components of student and school success and will examine subgroup-specific Annual Measureable Objectives addressing both school-wide and student-focused interventions. These scores will be used to classify the school into one of six designations:

1. *Priority Schools*: persistently lowest achieving schools
2. *Support Schools*: schools that are not meeting their index-based trajectories *and* demonstrate that a majority of their subgroups are not making sufficient academic progress;
3. *Focus Schools*: schools with persistent and pervasive subgroup achievement gaps/subgroup graduation rate gaps;
4. *Transition Schools*: schools that are not meeting their index-based trajectories *or* demonstrate that a majority of their subgroups are making sufficient academic progress;
5. *Success Schools*: schools that are meeting their index-based trajectories *and* demonstrate that a majority of their subgroups are making sufficient academic progress.
6. *Reward Schools*: our highest progress and highest achieving schools will be designated *Reward schools*. Schools designated as *Success Schools* will be reviewed to identify whether they meet the criteria of either *High Progress* or *High Achieving* schools. Schools designated as *Transition Schools* will be reviewed to see if they meet the *High Progress* criteria.

Depending on the designation a school receives, a variety of support services and actions will be enacted with the goal of all schools reaching the *index-based* target that corresponds to the performance of a highly effective school by the year 2020.

The index will comprise the following performance indicators:

- Proficiency rates in mathematics and reading/language arts for the state’s general and alternate assessments
- Achievement gaps of subgroups in mathematics and reading/language arts for the state’s general and alternate assessments
- Student academic growth comprising
 - observed growth of subgroups in mathematics and reading/language arts in grades 4-11
 - adequate growth (e.g., the amount of growth required to be proficient) in mathematics and reading/language arts in grades 4-10
- Attendance rates for elementary and middle schools or graduation rates for high schools

THE DEVELOPMENT AND COMPONENTS OF THE WEST VIRGINIA ACCOUNTABILITY INDEX

Introduction and Background

Once the WVDE committed to applying for flexibility, the state worked actively to garner stakeholder buy-in during accountability system development. The involvement of stakeholders was a deliberate strategy to avoid insular thinking and to ensure the inclusion of appropriate values. As mentioned previously in this application, the WV Accountability and Accreditation Stakeholders Advisory Committee (AASAC)—which included members of the WVBE, WVDE staff, teachers, administrators, districts, and Regional Education Service Agency staff—worked with department staff to make recommendations and suggestions that would guide the development of the West Virginia Accountability Index. Based on stakeholder recommendations, department staff compiled data reflecting each of the performance indicators to include in the index.

The development process was iterative in nature and required multiple simulations, applications of various use cases—both common and rare—and subsequent validations that included examining lists of all schools in the state with live data. The initial index was taken back to the AASAC for feedback and recommendations regarding validity and practical applications. From these recommendations, further adjustments were made, and the index was tested again. During this phase, national content experts and members of the West Virginia Technical Advisory Committee were consulted to ensure performance indicators were applied in a valid manner.

Once the index was finalized, data were compared from prior academic years to determine changes in the system and to explore various cut point scenarios across index values. Further, schools’ index values were examined longitudinally to ensure there were not excessive drifts or drastic changes in school rankings that appeared to be unwarranted. These validations allowed WVDE staff to bring the data to a group of educators, practitioners, policy makers, and researchers in the state to participate in an empirically based standard setting on August 15, 2012. During this event, participants examined index values to derive operational definitions of what constitutes a highly effective elementary, middle, and high school using the components of achievement, gap, growth, and attendance/graduation rates. The stakeholders’ recommendations informed the development of a set of three index-based targets for the year 2020, which corresponded to their definitions of highly effective schools (i.e., one per programmatic level). These targets were then used to develop 8-year WVAI trajectories for each individual school in West Virginia, and were subsequently coupled with subgroup-specific proficiency rates to determine school designations (see 2.B for details).

Overall Index Development

The initial components of the West Virginia Accountability Index were informed by West Virginia Code, AASAC recommendations, and the requirements set forth in the *One-Year AMO Waiver Guidance*. Using these sources, an initial list of components was proposed to the AASAC to ensure it met the philosophical underpinnings of a more balanced accountability system. The finalized set of components included

achievement, achievement gaps among subgroups, and a combination of observed growth and adequate growth in mathematics and reading/language arts. In addition to academic indicators around those two content areas, attendance rates were included for elementary schools and middle schools, and graduation rates were included for high schools.

Measures of central tendency were used to define thresholds for minimum and maximum weights for each component. Because index components with the highest degrees of variance could overemphasize increases or decreases in school rankings, they were weighted slightly less than those measures with lower degrees of variance for initial scenarios. Various weights were tested to determine potential indexing scenarios across schools within a given programmatic level. Several variations of the West Virginia Accountability Index were presented to the AASAC to identify (1) the consequences of weights that compared a school's potential ranking (using one of three scenarios) to traditional indicators of school success (e.g., proficiency, attendance, and graduation rates) and how school-level demographics may have played a role. WVDE staff culled recommendations from the AASAC to revise the component weights and arrive at a final makeup for the index. While the recommendations from the AASAC were important, the group's rationale had to interface with expert recommendations to maintain consequential validity.

Once the index weights and individual component calculations were finalized, the index was again calculated against live data to examine the impact of conditions on the final index score. Specifically, the following cases were considered:

- Schools with high growth, high achievement, and low gaps,
- Schools with low growth, low achievement, and high gaps, and
- Schools with moderate growth, moderate achievement, and moderate gaps

As one would expect, schools in the first two conditions were consistently at the top and bottom quintiles, respectively, of the index across all programmatic levels. Schools in the third condition exhibited more variability and less predictability, which is to be expected as the index was designed to promote a sense of balance—that is, lower proficiency rates may be ameliorated with higher amounts of growth. However, a third consideration of low achievement gaps could result in a school falling into the upper third or fourth quintile. Conversely, high proficiency may not be sufficient to push a school outside the second quintile (i.e., 20-40th percentile schools) if it exhibits low growth *and* high achievement gaps.

The following section describes the measurement process for each core index component and how these component scores contribute to overall index scores.

Operationalization of Individual Index Components

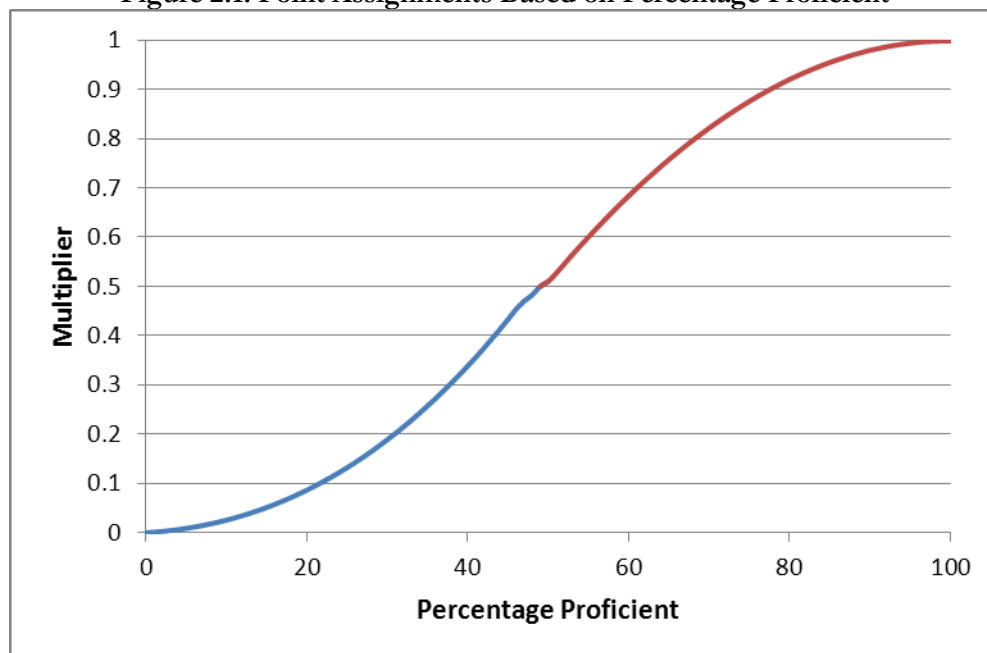
Achievement – The achievement component of the West Virginia Accountability Index includes proficiency for all students based on the mathematics and reading/language arts sections of WESTEST 2 and the Alternate Performance Task Assessment (APTA), (i.e., West Virginia's general and alternate assessments, respectively). Achievement on these measures for all students constitutes 40% and 35% of the total index in elementary/middle schools and high schools, respectively. The available points for achievement are split evenly between mathematics and reading/language arts.

West Virginia initially examined a one-to-one multiplier for proficiency rates (e.g., 40% proficient nets 40% of the available points. However, using this method resulted in large disparities among the proficiency rates of schools designated as high performing on the index. Schools with large differences in proficiency rates could be grouped closely together because of high growth or small achievement gaps. For example, two schools with 72%/70% and 48%/58% proficiency in math and R/LA were ranked 21st and 22nd on the WVAI, respectively.

This operationalization of achievement also proved to be a concern because quantitative differences in proficiency rates among schools do not necessarily reflect all qualitative differences. For example, when comparing schools that exhibit 25% and 50% proficiency, respectively, the quantitative distinction of twice as many proficient students does not necessarily reflect the qualitative characteristics of that school—that is, twice as much proficiency does not necessarily mean a school is twice as good as another. Furthermore, assigning points using a multiplier based on the percentage of proficient students does not take into account the lack of variation in the distribution of schools or the majority of schools exhibiting proficiency rates around the policy target—40% of students being proficient [for details on the 2010 cut score revision, see Principle 1, heading “*Evaluation of Current Assessments and Transition Plan for Implementing the WV Next Generation CSOs*” subheading “*West Virginia Educational Standards Test 2*”].

To combat the potential unintended negative consequences of this method, two different equations were used to estimate an S-type curve based on the percentage of proficient students. See Figure 2.1 for a depiction of point assignments.

Figure 2.1. Point Assignments Based on Percentage Proficient

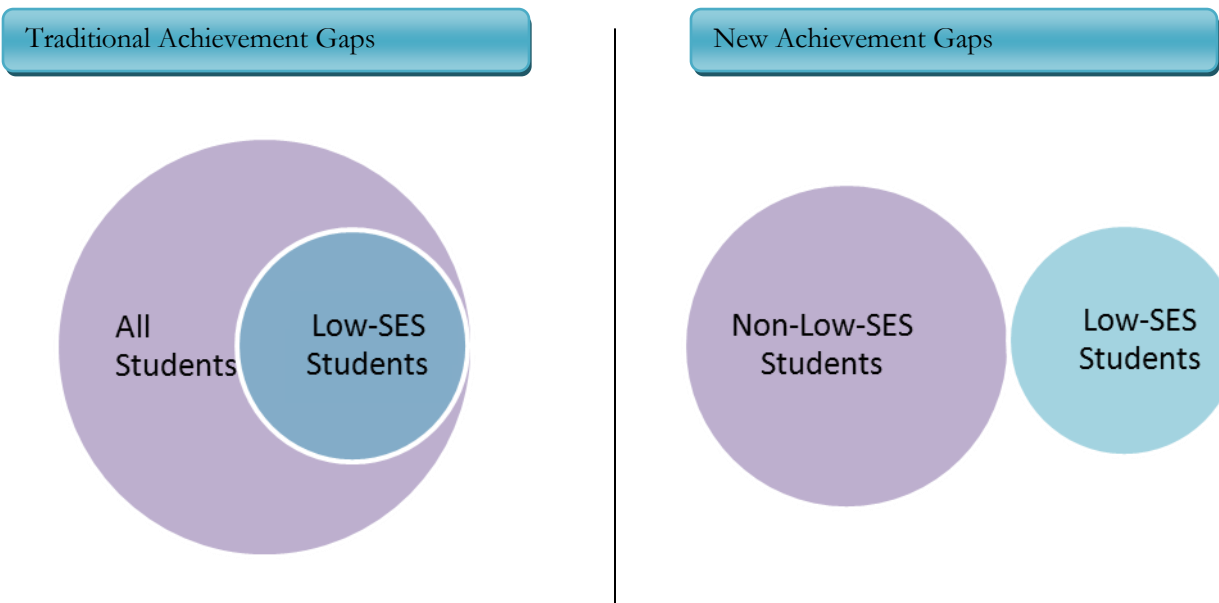


As shown in the figure above, the first inflection point of the curve was set to correspond with WV's current performance on national and international measures of mathematics and reading/language arts, such as the National Assessment of Educational Progress (NAEP). Linking studies have demonstrated that approximately 40% of WV students score between basic and proficient on NAEP. As such, the inflection point for assigning points for proficiency rates was set to correspond approximately with this point. This means that schools are awarded points at a faster rate as they exceed this policy-relevant level of performance. This provides an incentive for schools to, at minimum, exceed our baseline performance on national assessments as of 2012.

Achievement Gap – The achievement gap component of the West Virginia Accountability Index includes the differences in proficiency rates between subgroups and non-membership students based on the mathematics and reading/language arts sections of WESTEST 2 and APTA (e.g., Low SES vs. non-low SES students). As noted, the achievement gap component comprises 20% of the total index and available points are split evenly between mathematics and reading/language arts.

West Virginia views an achievement gap as a means to identify differences in performance that may lead to inferences about equity of access, disadvantages of a particular subgroup of students, or contextual variables in need of attention. Operationally, it refers to a school's achievement gap across all subgroups, which is derived by comparing proficiency rates of a membership group to a non-membership group. For example, if one were examining students in the low-socioeconomic status (SES) subgroup, the proficiency rates of low SES students would be compared to the proficiency rates of non-low-SES students. If low-SES students were compared to the “all” subgroup, there would be an overlap of students in the two groups—in other words, some “all” students would also be low-SES students, diminishing the accuracy of calculating achievement gaps. See Figure 2.2 for an example.

Figure 2.2. Comparison of the Traditional and West Virginia's Approach to Achievement Gaps



As shown in the figure above, using the traditional achievement gaps measure, the number of students included in the “all” students group would be inflated, which could mask some of the lower-performing low-SES students. The new process ameliorates this concern and is applied to all subgroups in the accountability system. West Virginia shall include the following subgroups in the achievement gap calculation:

- low-SES vs. non-low-SES students
- Asian, African American, Hispanic or Latino, American Indian, Multiracial, or Pacific Islander vs. White students (each calculated differently)
- migrant vs. non-migrant
- ELLs vs. non-ELLs
- students with disabilities vs. students without disabilities

Traditionally, West Virginia has used grades 3-8 and 11 for accountability when a subgroup hits a “minimum n” of 50. For the purposes of this flexibility request, West Virginia proposes lowering the minimum cell size to 20 across all assessed grades in a given school.

Under the new model, the achievement gap in a given school will be operationalized as the average potential gap that is observed among each subgroup with a valid cell size and their respective referent

non-membership groups. Specifically, the following steps will be taken to calculate the percentage of points a school is assigned based on the presence or lack of an achievement gap:

1. A subgroup's proficiency rate is identified (i.e., the numerator).
2. A subgroup's corresponding non-membership proficiency rate is identified—the potential gap possible (i.e., the denominator).
3. The subgroup's proficiency rate is divided by the non-membership proficiency rate to obtain a percentage of the possible gap closed—the higher the percentage, the more the achievement gap will have been closed. Any number equal to or greater than 1.0 is referred to as *lack of an achievement gap*.
4. This calculation is replicated for each subgroup.
5. If there are less than 20 students in a particular subgroup in a school, that subgroup's gap value is suppressed.
6. The valid number of subgroups for each school is identified.
7. The valid subgroup gap values are summed and divided by the valid number of subgroups to arrive at an overall gap percentage.
8. The average gap percentage is used as the multiplier for the achievement gap calculation. Values approaching 1.0 indicate smaller achievement gaps; values approaching 0 indicate very large achievement gaps.

It is noteworthy that the revision to the minimum “n” for accountability will result in a drastic increase in the number of schools identified with specific subgroups. Reducing the “minimum n” to 20 will result in nearly every school in West Virginia with an assessed grade having at least one subgroup of interest—a significant departure from the prior accountability system—placing more emphasis on students who have been historically disadvantaged due to contextual and historical variables. See Table 2.3 for details.

Table 2.3. Number of Schools Identified with Subgroups

Number of Schools Identified with a Valid Cell Size					
Subgroup	2009	2010	2011	2012	2012 Index
Asian	1	1	1	2	9
African American	38	39	34	33	108
Migrant	N/A	N/A	N/A	N/A	N/A
American Indian	0	0	0	0	0
LEP	1	1	2	1	14
Students with Disabilities	112	106	99	105	456
Low SES	494	520	507	493	661
Pacific Islander	0	0	0	0	0
Total	657	667	663	651	674
White	600	614	615	603	673

Growth – The growth component of the West Virginia Accountability Index will include (1) observed growth and (2) adequate growth as measured by the mathematics and reading/language arts sections of WESTEST 2. As a whole, the growth component accounts for 35% and 15% of the total index in elementary/middle and high schools, respectively. Additionally, the proportion of available points within the growth metric is split differently between observed and adequate growth by programmatic level.

The basis of the index's growth component will be the West Virginia Growth Model, which calculates a student growth percentile—a descriptive estimation of how much growth has occurred for a given student when compared with students across the state with similar prior academic scale

scores. The student growth percentile methodology relies on quantile regression to estimate conditional probabilities, establishing a normative reference for year-to-year scale score changes. This application of a normative framework to an otherwise criterion-based score allows one to contextualize changes in performance (e.g., observed growth) while still holding student performance to a predetermined amount of growth, as defined by proficiency expectations in mathematics and reading/language arts (e.g., adequate growth). West Virginia defines “adequate growth” as achieving the level of sustained growth that is necessary for students’ to reach/maintain proficiency within 3 years or by 11th grade, whichever is sooner [for more information on the West Virginia Growth Model, see Principle 1, heading “*Evaluation of Current Assessments and Transition Plan for Implementing the WV Next Generation CSOs*” subheading “*West Virginia Educational Standards Test 2*”].

Table 2.4 shows the differences in growth weights by programmatic level. Note that index weight is split evenly between mathematics and reading/language arts. The rationale for the varying weights for the adequate growth component by programmatic level are described further below in the section titled “*Adequate Growth*.”

Table 2.4. Growth Component Values for the West Virginia Accountability Index

Growth Component	Elementary School	Middle School	High School
Observed Growth	15%	15%	5%
Adequate Growth	20%	20%	10%

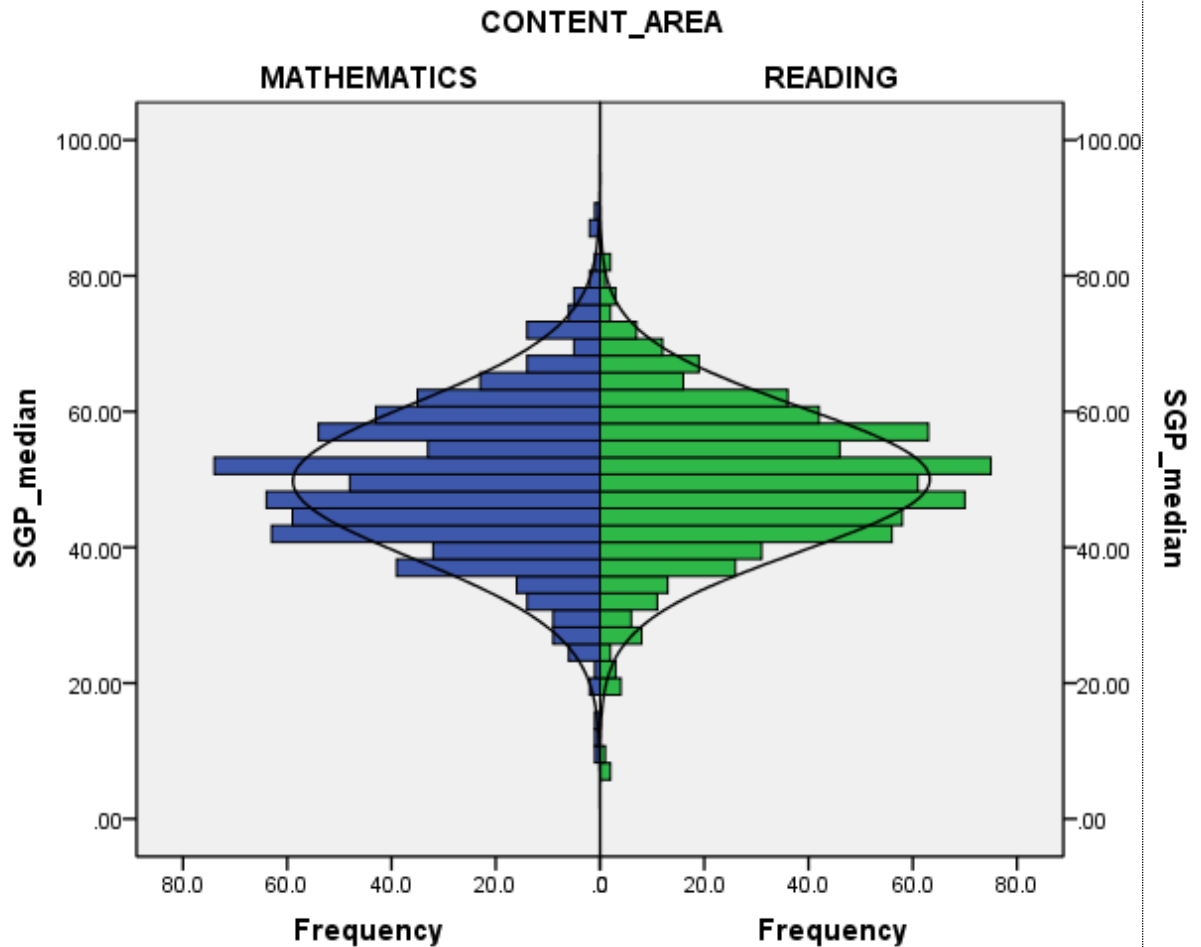
Observed Growth

Observed growth answers the question, “How much growth has occurred?” Observed growth (15% for elementary and middle schools, 10% for high schools) is split evenly between mathematics and reading/language arts. The observed growth component represents the median student growth percentile (SGP) for each subgroup with a combined n count of at least 20 across all assessed grades in a school.

To arrive at an observed growth score, the following steps will be taken to calculate the percentage of points a school is assigned based on student growth during the most recent year’s assessment administration:

1. A subgroup’s median growth percentile is calculated for every student in a given school.
2. The total number of students in the school is calculated and disaggregated by subgroup.
3. If there are less than 20 students in a particular subgroup *across all grades*, that subgroup’s growth value is suppressed.
4. The observed SGPs for each valid subgroup are combined.
5. A multiplier is assigned to the combined observed subgroup SGP to calculate the total index value.

To assign multiplier values to the various observed combined subgroup SGPs, West Virginia’s student growth categories were first examined. These categories were informed by other states that use the SGP methodology—most notably the Colorado Department of Education’s SGP classifications: low (SGPs between 1 and 34), typical (between 35 and 65), and high (between 66 and 99). The categories initially led to a straightforward consideration of the following cut points for school-wide subgroup growth: 1-35, 36-50, 51-65, and 66-99, allowing for a quartile-like assignment of points: 0, 0.25, 0.50, 0.75, and 1.00, respectively. While this distinction is sound at the student level—where there is a flat distribution of SGPs ranging from 1 to 99—school-level SGPs exhibit a much different kind of range. Please see Figure 2.3 below.

Figure 2.3. 2012 Distribution of School Median SGPs.

Approximately 80 percent of schools exhibit a median SGP that falls between the 35th and 65th percentile, approximately 60 percent between the 40th and 60th percentiles, and approximately 50 percent between the 42.5th and 57.5th median percentiles. Please see the distribution of median SGPs in the table below.

Table 2.5. Median SGP Distribution

Percent of Distribution	Minimum Median SGP	Maximum SGP	SGP Range
10%	48.5	51	2.5
20%	47	52.2	5.5
30%	45.5	54	8.5
40%	44	56	12
50%	43	57	14
60%	41	59	18
70%	39	61	22
80%	36.5	63.5	27
90%	32	68	36
95%	27.5	73	45.5

Examining the table highlights the somewhat leptokurtic nature of the data, problematizing the use of equal cut points to determine multiplier values. Because of the large proportion of schools exhibiting median subgroup SGPs so close to the 50th percentile, point assignments are cut in smaller increments around the 50th percentile. Observed median subgroup SGP point allocations were based on the ranges shown in Table 2.5.

Table 2.6. Observed Growth Multipliers

SGP Range	Multiplier	Percent of Distribution Covered
$1 \leq \text{SGP} < 30$	.125	Bottom 4%
$30 \leq \text{SGP} < 42.5$	.25	4% to 27.3%
$42.5 \leq \text{SGP} < 47.5$	.375	27.4% to 42.1%
$47.5 \leq \text{SGP} < 50$	.50	42.2% to 52.5%
$50 \leq \text{SGP} < 52.5$	.625	52.6% to 60.8%
$52.5 \leq \text{SGP} < 57.5$	.75	60.9% to 76.1%
$57.5 \leq \text{SGP} < 70$	.875	72.0% to 96%
$70 \leq \text{SGP} \leq 99$	1.00	Top 4%

*Peers commented that the increase in the multiplier from .50 to .75 as a school increases from a median SGP of 49 to 53 is of concern. Empirical data illustrate that a school that exhibits this increase in median SGP moves from the 48th to 64th percentile in terms of observed school growth.

Though subgroup growth scores are combined to arrive at an index value, in order to support the effective use of growth data for all students and all subgroups, the WVDE will report growth values at multiple levels and aggregations/disaggregations. Teachers and administrators will have access to various growth and achievement plots to examine the degrees to which students, grades, schools, and districts exhibit growth and to drive improvement efforts aimed at increasing growth for specific subgroups. These multiple levels of access and the ability to track observed growth through the West Virginia Accountability Index will allow teachers and administrators to focus on instructional decisions that produce continued improvement and appropriate remediation for all students and all subgroups.

Adequate Growth

Adequate growth answers the question, “Is the growth we have observed enough for students to reach policy expectations?” This component of the West Virginia Accountability Index is weighted at 20% for elementary and middle schools and at 10% for high schools. Further, these values are split evenly between mathematics and reading/language arts.

Furthermore, unlike observed growth, the adequate growth measure encompasses the all students group. While individual subgroups are not specified, the WVDE believes this is a valid examination of academic performance because the growth of all students is considered and that performance is then disaggregated into one of four designations, as shown in Table 2.6.

Table 2.7. Adequate Growth by Prior Proficient Status

Prior Proficient: Yes		Prior Proficient: No	
Not Keeping Up (i.e., falling behind)	Keeping Up	Not Catching Up (i.e., staying behind)	Catching Up
Student was proficient but is on track not to be proficient within three years, or by 11 th grade, whichever is first.	Student was proficient and is on track to stay proficient within three years, or by 11 th grade, whichever is first.	Student was not proficient and is not on track to be proficient within three years, or by 11 th grade, whichever is first.	Student was not proficient but is on track to be proficient within three years, or by 11 th grade, whichever is first.

While the notion of adequate growth communicates that an underperforming student should acquire content knowledge and skills at a much faster rate than other students, in the worst cases, it is extremely unlikely that a student will make up sufficient academic ground to reach grade-level expectations within three years. Additionally, this expectation is further exacerbated as a student enters high school and has even less time to accelerate learning due to the absence of certain foundational skills. Finally, for students in 11th grade, the notion of adequate growth is moot because they are either proficient or not, regardless of the distance between where they are and where they need to be.

Despite this reality, the WVDE believes it is imperative to make schools more aware that students must grow toward specific targets. Because of the normative nature of the West Virginia Growth Model, without a proficiency target, one could potentially exhibit “growth to nowhere” or demonstrate the highest growth among the lowest-performing group of students—neither of which is desirable without a referent point for success. By including adequate growth in this manner, the West Virginia Accountability Index will focus attention on progress toward a growth target without penalizing a school or classroom due to unreasonable targets based on effects incurred in prior settings. Further, adequate growth is weighted more heavily than observed growth to ensure schools attend to growth to standard.

To arrive at an adequate growth score, the following steps are taken:

1. The distance between the observed SGP and target SGP (required for a student to be proficient within three years, or by 11th grade) is calculated for every student in a given school.
2. Median distances are calculated using all available target distances in the school.
3. A multiplier is assigned to each observed and target SGP distance for each valid subgroup to calculate the total index value.

The multiplier described in step 3 was derived after examining impact data and considering constraints associated with WV’s operationalization of “adequate growth.” Specifically, based on 2012 impact data, approximately half of all WV schools demonstrate that on average their students are either meeting or exceeding their growth to standard goals. That is, approximately 44 and 50 percent of schools exhibited an SGP Target Distance of 0 or greater in math and R/LA, respectively. Among the remaining schools, a majority of students are failing to meet growth to standard goals. In some cases the distance between a school’s observed growth and their target to achieve adequate growth can be as wide as 69 percentile ranks.

As an incentive for schools to focus on getting students to meet growth to standard goals, we propose to award all available points for growth to standard if their SGP Target Distance is 0 or greater. It is worth reiterating here that a school achieving this level of growth has at least half of all students meeting or exceeding adequate growth targets, no easy target given the rigor of our current cut scores. Schools that fall short of this benchmark will be awarded points incrementally as they close the distance between their observed growth and their growth to standard target.

Based on a review of 2012 growth data, observed growth/adequate target distances appear normally distributed among schools. However, a single standard deviation is 16 percentiles, a relatively wide margin when considering growth is measured on a 1 to 99 scale. Thus, awarding points successively as schools increase performance in whole standard deviation increments would create a scenario where schools would not receive additional points until they had decreased their distance to the target by at least 16 percentiles. We believe this provides a disincentive for achieving more modest gains which, if sustained, will ultimately move schools toward the target of achieving a distance of at

least 0. Therefore, WV proposes to award points successively in increments corresponding to approximately one-third of a standard deviation (i.e., 5 points). We believe this creates a tangible incentive for continuous improvement in this metric. Schools will be awarded points for adequate growth as indicated in the table below.

Table 2.8. SGP Target Distance Multipliers

SGP Distance Range	Multiplier	Revised Multiplier
≥ -45	.05	0
> -45 and ≤ -40	.1	.1
> -40 and ≤ -35	.20	.2
> -35 and ≤ -30	.35	.3
> -30 and ≤ -25	.4	.4
> -25 and ≤ -20	.55	.5
> -20 and ≤ -15	.7	.6
> -15 and ≤ -10	.8	.7
> -10 and ≤ -5	.9	.8
> -5 and ≤ 0	.95	.9
≥ 0	1	1.0

It is important to note that growth to standard is measureable for students in grades 4 through 10 but not applicable for 11th grade students. This is because the WV Growth Model operationalizes growth to standard as being on track to meet proficiency expectations within three years or by 11th grade, whichever is sooner. As such, high school growth to standard is inclusive of only grades 9 and 10 and therefore, this quantity is weighted differently than in elementary and middle schools where growth to standard can be calculated for the majority of grade levels. Growth to standard accounts for 10 of the available 15 points for high schools and 20 of the available 35 points for elementary and middle schools.

To support the effective use of adequate growth data for all students, the WVDE will report growth at various levels and aggregations/disaggregations. By providing teachers and administrators with access to information based on the required growth needed to reach proficiency, differentiated efforts can be directed toward students who need dramatic improvement, who are at risk of falling below standard, and who need additional support to continue improvement.

Attendance Rates/Graduation Rates – The application of attendance and graduation rates in the West Virginia Accountability Index will differ by programmatic levels. In the current accountability system, elementary schools and middle schools must have at least a 95% attendance rate. West Virginia has also utilized the four-year adjusted cohort for high schools (those that graduate students) since the *Consolidated State Application Accountability Workbook* was approved in 2010. Under the proposed West Virginia Accountability Index, the state will continue to apply the four-year adjusted cohort graduation rate using one-year lagged graduation cohort data. For elementary and middle schools, attendance rates will account for 5% of the total index value and for high schools, graduation rates will account for 30% of the total index value.

Attendance Rates

Schools will be awarded points based on their attendance rate on a one-to-one ratio. For example, if a school has a 97% attendance rate, they will be awarded 97% of the available points.

Graduation Rates

Schools will be awarded points based on their graduation rate for all students using a one-to-one ratio. For example, a school with a graduation rate of 80% will be awarded 80% of the available

points. West Virginia currently uses only a 4-year adjusted cohort rate. Although a 5-year adjusted cohort rate has not yet been calculated, WV intends to include them as part of the of the index value for high schools by the conclusion of the 2013-2014 school year. Please see the table below for WV's plan for simulated and proposed application of graduation rates.

Table 2.9. Proposed Graduation Rate Multipliers

Graduation Rate (30%)*	Simulations for Current Application	Proposed Implementation
4-year adjusted cohort	30%	15%
5-year adjusted cohort	N/A	15%

*Subgroup graduation rates are accounted for in the high school focus school methodology. Graduation rates will be disaggregated and reported for all subgroups for all high schools.

Participation Rates – While participation rates will not be included in the West Virginia Accountability Index, they will serve as traditional “on/off switches” in the sense that they will be minimum requirements for all schools. If a school fails to meet the 95% participation criteria for any valid subgroup, it will automatically be identified as a *Support School*. In addition, schools that do not make their 95% participations rate will be awarded a zero on the achievement component of the WVAI. These schools will still be included in the West Virginia Accountability Index scoring process and be provided with reports that align with the index components to support sound data-driven decisions for academic improvement. Regardless of a school's designation due to participation rate, if a school has been identified as a *Support School* because of failure to meet the participation rate requirements but their Index ratings and/or AMOs would place them in *Transition* or *Success*, their extended improvement plan requirements will be focused on improving their participation rates in addition to the already required technical assistance, interventions and monitoring focused on overall or subgroup performance concerns.

FINAL INDEX CALCULATIONS

To derive the final index score for each school, the multipliers for each component, achievement, gaps, observed growth, adequate growth, and attendance/graduation rates will be applied to the predetermined weights that were identified at the beginning of this section. Table 2.8 shows the set weights based on a possible 100 points.

Table 2.10. Weights by Programmatic Level

Category	Elementary/Middle Schools	High Schools
Proficiency Rates in Mathematics and Reading/Language Arts	40%	35%
Achievement Gaps in Mathematics and Reading/Language Arts for All Subgroups	20.0%	20.0%
Observed Growth in Mathematics and Reading/Language Arts for All Subgroups	15%	5%
Adequate Growth in Mathematics and Reading/Language Arts for All Students	20%	10%
Attendance/Graduation Rates	5% (Attendance)	30% (Graduation)

REPORTING COMPOSITE AND COMPONENT PERFORMANCE ON THE WVAI

Reporting will play a large role in how schools, districts, and the public can interpret the West Virginia Accountability Index. At its core, the index will communicate a multifaceted and balanced accountability system through intuitive reporting. Effective reporting focuses attention to correct indicators, in turn guiding initial data-driven decision making at the state and local levels. By drawing attention to (1) whether students

are currently meeting academic expectations, (2) the degree to which achievement gaps are present, (3) how much growth students exhibit in a given year, (4) how many students are growing enough to be ready for college and careers, and (5) attendance and graduation rates, educators can differentiate supports and incentives from a much earlier point in students' academic careers.

The index also will allow the WVDE to identify recommended courses of action based on individual school performance and results. Each level of the reporting structure will be developed with a specific audience in mind. Further, pilot versions of each report will undergo development and focus group testing once peer reviewers have provided initial feedback on the index. At a minimum, the following target groups will be considered during report development:

School-Level Reporting

The school level will comprise the most granular level of reporting, with drillable information provided to teachers, administrators, school staff, and principals to ensure they have the most actionable data around each index component. Each indicator, where applicable, will be available for each content area and, at a minimum, will allow school staff to examine high-level information about the school, which will include but not be limited to the following:

Overall Index Score — The overall index score and classification assigned to each school will be reported. West Virginia will also include the average index score obtained by all schools in that programmatic level, the maximum and minimum values obtained by schools during that year, and the distance to the next cut point for classification. Additionally, the overall index score will indicate whether the school was designated as a *Priority*, *Focus*, or *Reward* school.

Achievement Index Score — This score will likely be a visual representation using a gradient (and textured for low-vision users) bar that quickly identifies a school's relevant position on this indicator. The graphic will quickly communicate the percentage of proficient students in that school and the points awarded based on that proficiency score. Additionally, the "slider bar" will indicate the average, maximum, and minimum scores obtained by schools that year. This indicator will allow for a drill-down examination of subgroups initially then subgroups by grades to ensure schools have sufficient actionable data to make instructional and school-wide decisions that promote continued success or that turn around low performance.

Achievement Gap Score — This visual representation will identify how much of the achievement gap has been closed, with indicators for both mathematics and reading/language arts. Further, each indicator will identify the average, maximum and minimum achievement gaps by schools that year. To provide the most actionable data possible, it will also have drill-down capabilities that allow a school to disaggregate the achievement gap into individual achievement gaps by (1) subgroup vs. non-membership groups and into (2) subgroups by grades.

Observed Growth Score — This visual representation will identify the points obtained and the median SGP for all valid subgroups in a school. Again, this indicator will also identify the average, maximum and minimum point values obtained by schools that year. Drill-down capabilities will allow a school to identify the individual median SGPs by subgroup and by grade-level subgroups.

Adequate Growth Score — This visual representation will communicate the number of points obtained and the median distance between observed and target SGPs for all students in a school. Again, this indicator will show the average, maximum, and minimum points obtained by schools that year. Like the prior indicators, it will allow schools to examine target distance median SGPs by subgroups for that school and by grade-level subgroups.

Attendance Rates/Graduation Rates — Depending on the programmatic level, this indicator will show the number of points and the attendance or graduation rates for a given school. Again, this indicator will identify the average, maximum, and minimum values obtained by other schools that year. Additionally, users will be able to disaggregate it into attendance rates by grade. High schools also can use this to view attendance rates and the reported four-year and five-year adjusted cohort graduation rates.

District-Level Reporting

District-level reporting will be very similar to school-level information but will focus primarily on drill-down information for each individual school within a given district. These data will include indicators for each index component and comparative information for every school in a given district. Additionally, districts will be able to disaggregate school-level results on each indicator by various school groupings (e.g., proportion of low-SES students, ranges of valid subgroups used in the index). Districts will be notified prior to public dissemination of what schools, if applicable, are identified as *Priority*, *Focus*, or *Reward*.

Public Reporting at the State Level

First, state-level reporting will meet the requirements of the ESEA and will provide state-, district-, and school-level reporting across all aspects of the index. State-level reporting will be driven primarily by each component rather than providing an interactive and comprehensive school report for each individual school. However, the state will still provide index and component scores for every school. State reporting will also meet the reporting requirements for designating *Priority*, *Focus*, and *Reward* schools.

Public Reporting for Parents

Parents are at the heart of education reform. Their buy-in and support is essential to ensure that students are prepared to attend school ready to learn and that schools have sufficient support to educate students effectively. Parent reports will provide high-level information around each academic indicator. Additionally, the WVDE will ensure that parent reports reflect each aspect of the West Virginia Accountability Index: achievement, gaps, growth, and attendance/graduation rates.

DEFINING SCHOOL CLASSIFICATION LEVELS USING THE WEST VIRGINIA ACCOUNTABILITY INDEX AND PROFICIENCY-BASED AMOS

INTRODUCTION AND BACKGROUND

The WVDE turned to the Accountability and Accreditation Stakeholders Advisory Committee for guidance in determining markers to best classify schools using the index. Further, the WVDE worked with a select group of knowledgeable individuals during a school-focused standard setting process enabling the state to develop empirically based cut points to determine schools' performance expectations. As a result of the standard setting and subsequent revisions throughout the Flexibility Request development, the following six designations are proposed as part of a unified system of accountability:

- *Priority*
- *Support*
- *Focus*
- *Transition*
- *Success*
- *Reward* (potential *Reward* schools will be pulled from *Transition* and/or *Success* schools)

This six-tiered set of designations is designed to integrate the federally required *Priority*, *Focus*, and *Reward* designations along with state designations for all other schools. These designations are based on school-specific performance expectations. The process used to develop performance expectations had two primary goals: (1) to define a valid and empirically driven set of data-based rationales for what constitutes highly effective elementary, middle, and high schools and (2) to use those rationales to define a set of index-based trajectories to drive improvement on all aspects of the WVAI. Both of these goals were driven by a modified benchmark standard setting process.

THE MODIFIED BENCHMARK STANDARD SETTING PROCESS—AN “EDUCATIONALLY SOUND RATIONALE” FOR DETERMINING SCHOOL CLASSIFICATIONS, INDEX-BASED TRAJECTORIES, AND PROFICIENCY-BASED AMOS

West Virginia defined performance expectations for highly effective schools based upon a modified version of the benchmark standard setting process which is commonly used during the development of state summative assessments. Via this process, we sought to work with our stakeholders to define the characteristics of highly effective schools at all three programmatic levels in terms of both narrative and data-based descriptions. These descriptions served as “benchmarks” against which impact data were applied to refine those expectations. Once we settled upon the characteristics for highly effective schools we examined the resulting index values at this level of performance. We also examined the proficiency rates associated with these schools to ensure using the index to define these expectations did not diminish the importance of academic performance as measured by proficiency rates. We used the final validated index values for highly effective schools as the target benchmark for all WV schools to attain by the year 2020. Finally, we extrapolated trajectories for each individual school in WV to achieve this level of performance. In these calculations, the most recent year of index performance (2012) served as the starting point for each school, and the gain necessary to reach the highly effective benchmark was divided equally over the remaining 8 years. The resulting trajectory serves as each school’s index-based targets.

Thus, the standard setting process serves as our educationally sound rationale for both the state’s school designation system and our index-based trajectories. We believe standard setting to be a defensible rationale in this case because it is a logical extension of practices that are routinely used by experts to make judgments about the content which students should know and be able to do in order to be classified at a particular performance level (e.g., proficiency). The only difference is that, in this case, we applied the methodology to the school level where experts made judgments about the characteristics of highly effective schools based on a set of criteria.

The standard setting approach blended both conceptual/philosophical and empirical approaches. A purely empirical approach using actual index values, along with their respective component scores—including proficiency rates, progress as student growth, achievement gaps, and attendance/graduation rates—would have limited participants to think only about school classifications from a normative standpoint. This could inhibit participants from articulating high expectations for highly effective schools and could limit further what expectations should be placed on schools around continuous improvement. As a result, participants were primed to consider the characteristics of highly effective schools both generally and across the components of the index using their own conceptually driven benchmarks that align with their beliefs about school success.

The standard setting process and its outcomes are described below.

Small-Scale Standard Setting Committee (SSSC) Representation

To ensure there was an appropriately balanced representation of perspectives, the following groups of stakeholders participated in the process:

- School administrators
- District administrators
- Policy makers
- Practitioners
- Researchers
- Analysts

These groups were able to manage a balance of (1) real-world experience in driving school improvement efforts, (2) local considerations promoting continuous improvement, (3) policy-based expectations for school success and state success, and (4) empirical and statistical considerations in setting targets and improvement thresholds.

SSSC Process

The small-scale standard setting began by articulating the purpose of the meeting: to define an accountability system that applied rigorous expectations in a fair, valid, and transparent manner. This process was conducted through the following steps:

1. Establishing the number and conceptual definitions of proposed school designations
2. Setting cut points along the index to operationalize highly effective school designations
3. Defining guidelines for long-term improvement to inform AMO development

Each step of the process is delineated further below.

Establishing Expectations for School Designations – To establish expectations around the number and type of designations that would be included in the new accountability system, participants were first briefed on the *ESEA Request for Flexibility* offered by US ED and WV's approach to seeking flexibility. Participants were then briefed on the index components and how they interfaced to calculate an index score. This allowed people to think about the characteristics that would be considered in the proposed index. After participants were briefed on the standard-setting process and step-by-step directions, they engaged in conceptualizing the number of school level classifications that would define the benchmarking process.

While performance categories were not initially labeled, participants came to consensus on a desire to identify at least four school classifications, in order to align with West Virginia's educator, principal, and counselor evaluation systems, which also include four levels of performance. Further, participants felt that four classifications designations system would be contextually intuitive because of comparisons to various student performance levels on national assessments (e.g., NAEP). Following the standard setting and using participant input, school classifications designations were initially defined as:

- Level 1: *Targeted for Support*
- Level 2: *Needs Improvement*
- Level 3: *Effective*
- Level 4: *Highly Effective*

During revisions to the ESEA Flexibility Request, these four state-defined designations were reduced to three and integrated with the remaining three federal designations required as part of ESEA. Though the SSSC defined conceptual and empirical definitions for all four of their original designations, we ultimately used their descriptions of highly effective schools to inform AMO development. As noted previously, the final designations include:

- Level 1: *Priority*
- Level 2: *Support*
- Level 3: *Focus*
- Level 4: *Transition*
- Level 5: *Success*
- Level 6: Reward (identified from *Transition* and *Success* schools)

To drive the benchmarking process, participants within their programmatic level groups were asked to draft a narrative describing the characteristics of highly effective schools. Responses included phrases like:

- “The majority of all students are performing above expectations.”
- “...a higher proportion of students [are] in the high growth category.”
- “A significant percentage of students are proficient,”
- “Growth [should] equal the state mean...”
- “The achievement gap is less than 20%...”
- “[Students] are prepared for post-secondary opportunities in higher education or careers.”

Examining these and other statements indicated that SSSC members felt that highly effective schools should be well rounded in terms of achievement, growth, and achievement gaps while preparing students throughout their educational careers.

Setting Cut Points for Highly Effective Schools – After framing narrative conceptualizations of schools within programmatic level groups, participants were asked to arrive at recommended numerical values for proficiency rates, achievement gaps, observed growth, adequate growth, and attendance/graduation rates for highly effective schools at all three programmatic levels. After an initial set of values were provided by each participant, the standard-setting leader calculated the median values and standard errors associated with each group’s recommendations and provided these values back to the participants. Participants in each group were instructed to consider whether those values represented appropriate expectations for highly effective schools. Participants were then asked to reach consensus on the recommended values for each component of the index including proficiency rates, achievement gaps, observed growth, adequate growth, and attendance/graduation rates for highly effective schools.

Once participants reached consensus, the standard-setting leader provided live data for the 2011 school year, the most recent data available at the time. Participants were asked to compare their characteristics against the actual data provided. These data showcased a set of school index scores in ranges of 5% (i.e., median values) for the top-scoring, lowest-scoring, and for each decile. Each group was asked to review the impact data and identify where their conceptually-defined consensus cuts fell on each indicator.

Using those identified consensus values and impact data, participants then selected a row that best fit their conceptualization considering all indicators. Participant groups were again asked to come to a final consensus set of values that would ultimately define a highly effective school. The final consensus values for highly effective schools would ultimately correspond to a blend of their

conceptually-defined cuts (i.e., benchmark cuts) and the normatively ranked impact data. Participants were then asked to respond to attitudinal survey items questioning whether they believed their cuts were too high/too low. Once final consensus values were identified, the standard setting leader entered values into an index calculator that calculated a predicted index value using the prior calculations for each component and the overall weighting for the full index.

Participant groups were then provided the index values representing each of their final consensus values, as well as the normative position for each programmatic level. In all cases, participants selected cuts that corresponded to approximately the 90th percentiles of current performance on the index for highly effective schools. This provided initial validation of the process. The final index values and percentile rankings are indicated in Table 2.11 below.

Table 2.11. Participant Index Values and Percentile Ranks for Each School Classification

School Classification Cut	Elementary Schools		Middle Schools		High Schools	
	Index Value	Percentile School (based upon 2011-12 performance)	Index Value	Percentile School (based upon 2011-12 performance)	Index Value	Percentile School (based upon 2011-12 performance)
Highly Effective Schools	81 points	90 th	75 points	90 th	76 points	90 th

As described above, the expected index values decrease slightly as we progress up the programmatic levels, indicating that middle and high schools are facing greater challenges in ensuring children are meeting grade level expectations. Participants believed this to be additional validation of their cut points due to the cumulative effect of learning loss at the upper levels.

Using these proposed end points for highly effective schools, the WVDE has structured the selection, implementation, and recommendation of support services and resources for all schools. That is, the index end points for highly effective schools (i.e., the 90th percentile) define the performance expectation for all schools by 2020. Further, the state proposes that each individual school's starting point define the trajectory toward a common point within each programmatic level to determine a school-specific trajectory. That is, each school will have a unique starting point (i.e., 2012 data) and a common end point, ensuring that each school has a unique WVAI trajectory requiring higher rates of change for lower performing schools. Please see section 2.B for more information.

DIFFERENTIATED RECOGNITION AND SUPPORT FOR EACH SCHOOL DESIGNATION

The school designation process the state will use ensures schools of every degree of quality are represented in the accountability system. This process strives to push schools to improve continuously, regardless of demographic or preconceived notions defining high performance. It includes the following approaches:

- Identification of *Priority, Focus, and Reward Schools*
- Designation of all other schools as either *Success, Transition, or Support Schools*

A school's designation into one of these six categories will depend on whether they are making their index-based target and whether they are meeting subgroup-specific proficiency-based AMOs. A brief overview of the designations and the types of supports and services that schools in each designation will receive is included below, but provided in more detail in sections 2.C through 2.G.

REWARD SCHOOLS

Reward schools will be identified using proficiency rates (i.e., high-performance) and the growth component of the West Virginia Accountability Index (i.e., high-progress) and shall be delineated as either high performing or high progress based on their performance over time on the WVAI. Within each programmatic level, schools that have demonstrated long-term high performance or high progress that do not have persistent achievement gaps will be identified. *Reward* schools will be recognized publically, provided collaborative professional development opportunities, and provided *increased autonomy during* ESEA monitoring. Additional details regarding *Reward* Schools are provided in section 2.C.

PRIORITY

West Virginia will identify a number of *Priority* schools equal to at least the number represented by the bottom 5% of Title I schools using proficiency rates for the prior 3-years with the greatest emphasis on the most recent year's data. *Priority Schools* will be those schools with the lowest performance on the state's general and alternate assessments.

For those schools identified as *Priority* schools, the SEA will provide targeted support that promotes school-wide efforts aligned to the Turnaround Principles and West Virginia's Standards for High Quality Schools which are as follows:

1. Establishing a Positive Climate and Cohesive Culture
2. Building capacity and supporting effective School Leadership
3. Aligning instruction with Standards-Focused Curriculum and Assessments
4. Building infrastructure for Student Support Services and Family/Community Connections
5. Developing and maintaining Educator Growth and Development
6. Building the infrastructure to support Efficient and Effective Management
7. Building a culture of Continuous Improvement

The SEA will scaffold local and building-based efforts through consistent contact with SEA school improvement specialists, diagnostic visits, measuring school culture and climate, data-driven decision making, targeted and differentiated professional development, assessments of instructional practices, and assignment to a cohort-based school leadership support group. For more information on how specific supports will be delivered, please refer to the end of this section and section 2.D.

FOCUS

Focus schools encompass those schools with persistent and pervasive subgroup achievement/graduation rate gaps. West Virginia's *Focus* School methodology differs by programmatic level. Elementary and middle schools will use the achievement gaps component of the West Virginia Accountability Index but high schools will use graduation rate gaps. This ensures high schools, where only grade 11 assessment data are included in the WVAI achievement component, are being held accountable for students throughout their entire high school careers. Further, it communicates the expectation that High Schools attend closely to subgroup graduation rates. West Virginia will identify a total number of *Focus* schools equal to at least the number represented by 10% of Title I schools in the state.

West Virginia initially considered using an overall index ranking to identify *Focus* schools. However, upon further examination, we concluded that the component weight for achievement gaps that is incorporated into the overall index calculation (i.e., 20%) would make it difficult for a total index value to accurately identify those schools with the highest achievement gaps or graduation rate gaps. Instead, we use the method described in greater detail in section 2.E.

Once schools are designated as *Focus* schools, the SEA will work closely with RESAs and LEAs to ensure improvement efforts are aligned and focused. These supports include:

- RESA/LEA consultant assigned supports
- Analysis of achievement gaps and an initial root cause analysis
- Self-assessment validating root cause analyses
- Gap specific interventions targeting root causes of achievement gaps
- PD/TA support from RESA/LEA
- Process checks with SEA

For more information on how specific supports will be delivered, please refer to section 2.E.

WEST VIRGINIA ACCOUNTABILITY INDEX RANKING

The WVDE will award schools points using the West Virginia Accountability Index. As detailed above, composite index values are based on overall achievement, the size of a school's achievement gaps for all possible represented subgroups, academic progress using the West Virginia Growth Model, and graduation/attendance rates. Schools' performance on the index components will be described using the previously proposed reporting structures for each LEA and school. Each school's classification will be publically reported and will impact the way in which the SEA or LEA must deliver services to the school.

In addition, all high schools in the state will be expected to report student subgroup progress against graduation rate targets. While graduation rate targets will not be used to determine designations, when *Success*, *Transition*, and *Support* schools miss graduation rate targets for subgroups, they must embed action steps within their school improvement plan that specifically target increasing subgroup graduation rates. Specific interventions to address subgroup graduation rates are included in Table 2.23, where interventions will be required for *Priority* and *Focus* schools, as well as any subgroups not meeting graduation rate expectations. For more information on the graduation rate targets, please refer to page 93, Table 2.9.

Success Schools

Using the WVAI, *Success* schools include those schools that have met their targets based on their WVAI score and demonstrate that a majority of their subgroups are making academic progress against AMOs (i.e., meeting proficiency-based AMOs; further defined in section 2.B). Further, neither *Priority* nor *Focus* schools can be designated as a *Success* school. Because success schools have met the criteria to be considered on track to

meeting the expectations of a highly effective school, they will complete basic strategic plans, but will not be required by the SEA to implement additional interventions. *Success* schools have demonstrated the ability to implement continuous improvement practices without external monitoring and will be provided local autonomy to continue these successful practices while maintaining locally determined progress monitoring. Consolidated ESEA Monitoring will review the LEA's progress monitoring practices during the regular monitoring cycle.

Transition Schools

Using the WVAI, *Transition* schools are those schools that either have met their target based on their WVAI score **or** demonstrated that a majority of their subgroups are making academic progress against AMOs (i.e., meeting proficiency-based AMOs; further defined in section 2.B). Additionally, *Transition* schools cannot be identified as *Priority* or *Focus* schools. *Transition* Schools may be demonstrating some combination of low achievement, achievement gaps, low growth, or low attendance/graduation rates.

While services have traditionally been directed to Title I eligible schools, West Virginia believes that schools in this classification should be served regardless of Title I status. However, time, effort, and monetary constraints limit the number of schools the SEA can directly serve. Schools that are designated as *Transition schools* work closely with their LEAs and RESAs, but the SEA will provide some direct supports to the extent possible. The majority of services will be structured around promoting LEA leadership, LEA self-assessments, SEA and RESA-driven capacity building at the LEA level to maximize services to schools, and RESA and SEA support of LEAs to focus on outcomes for schools designated as *transition schools*. This support is further defined in sections 2.F. and 2.G.

Support Schools

Using the WVAI, *Support* schools are those schools that **do not** meet their target based on their index score **and do not** demonstrate that a majority of their subgroups are making sufficient academic progress against AMOs (i.e., meeting proficiency-based AMOs; further defined in section 2.B). *Support* schools cannot be identified as *Priority* or *Focus* schools.

The state's goal is to have 100% of schools meet the standards of a **highly effective school**. This cannot be achieved without designated supports bolstering continuous improvement efforts. While a majority of schools in the state require constant improvement, with many in need of substantial gains on a varied set of indicators, the SEA believes that enhanced capacity at the LEA level can streamline district efforts and focus local personnel to best leverage resources and time to move individual schools forward.

To that end, LEAs of schools designated as *Support schools* will receive services targeting their ability to provide supports and resources to the individual schools. It will be the role of the SEA and RESAs to enhance leadership, strategic planning, instructional improvement, and outcome-focused capacity at the local and regional level. This will allow districts flexibility in how they can best serve groups of schools with similar needs. For more information on how services are delivered, please see sections 2.F. and 2.G.

WEST VIRGINIA ESEA FLEXIBILITY REQUEST – DIFFERENTIATED RECOGNITION, ACCOUNTABILITY AND SUPPORT SYSTEM

West Virginia proposes to deliver a differentiated system of recognition, accountability and support for the six school designations of the WVAI (*Reward*, *Success*, *Transition*, *Focus*, *Support* and *Priority*). Table 2.12 details the strategic plan and ESEA/IDEA program plan requirements, technical assistance responsibilities and expected interventions, as well as accountability, progress review and rewards/consequences for each of the school categories. *Reward* Schools (included within the *Success* and *Transition* designations) will be exempted

from many of the requirements as a reward for effective performance. The differentiated nature of the proposed system is demonstrated in the progressive nature of each element of the chart as the intensity of service, support and accountability increases.

Table 2.12 Overview of Differentiated Recognition, Accountability and Support System

	Success Schools	Transition Schools	Focus Schools	Support Schools	Priority Schools
Plan Requirements	Basic Strategic Plan	Targeted Strategic Plan for meeting AMOs (based on all or applicable subgroups)	Extended Strategic Plan including deep analysis to determine root causes & targeted plan for meeting applicable accountability criteria	Extended Strategic Plan including deep analysis to determine root causes & targeted plan for meeting applicable accountability criteria	Extended Strategic Plan including deep analysis to determine root causes & targeted plan for meeting applicable accountability criteria
ESEA/IDEA Requirements	Consolidated IDEA & ESEA Application	Consolidated IDEA & ESEA Application	Consolidated IDEA & ESEA applications must include objectives for supporting Non-progressing schools	Consolidated IDEA & ESEA applications must include objectives for supporting Non-progressing schools	Consolidated IDEA & ESEA applications must include objectives for supporting Non-progressing schools
TA Responsibilities	LEA	LEA	TA from LEA/SEA & approved external providers (including RESA) to support planning & implementation processes	TA from LEA & external providers (including RESA) to support planning process	TA from LEA/SEA & approved external providers (including RESA) to support planning & implementation processes
Expected Interventions	School determined as applicable	School determined interventions supported by the LEA & articulated in the School Strategic Plan & IDEA & ESEA applications	Targeted subgroup intervention consistent with approved best practices menu	LEA determined interventions, consistent with Turnaround Principles and approved best practices menu, facilitated by the LEA and articulated in the School Strategic Plan & IDEA & ESEA applications	WV School Improvement Framework aligned to the Turnaround Principles (Table 2.18)

Operational Accountability	Local operating procedures	Local operating procedures	MOU articulating responsibilities & expectations of each supporting agency & the school leadership team	Local operating procedures, LEAs will provide assurances within the Title I application that Title I Support Schools will be provided necessary assistance	MOU articulating responsibilities & expectations of each supporting agency & the school leadership team
	Annual progress review by LEA and local board of education	Annual progress review by LEA and local board of education	Annual progress review by LEA and local board of education	Annual progress review by LEA and local board of education	Annual progress review by LEA, local board of education & state board of education
	<ul style="list-style-type: none"> • Recognition for Reward*-High Performance and High Growth • Monitoring exemptions • Showcase opportunities • State-level committee representation 	<ul style="list-style-type: none"> • Recognition for Reward*-High Growth • Limited monitoring for sub-group gaps • Showcase opportunities • State-level committee representation 	<ul style="list-style-type: none"> • Extended strategic plan requirements • Required implementation of approved interventions with alignment of ESEA/IDEA funding • MOU accountability • Local Board progress review & redirection as warranted 	<ul style="list-style-type: none"> • Extended strategic plan requirements • LEA facilitation of interventions • Local Board progress review & redirection as warranted 	<ul style="list-style-type: none"> • Extended strategic plan requirements • Required implementation of turnaround principles & consequences with alignment of ESEA/IDEA funding • MOU accountability • Local Board & State Board progress review & redirection as warranted

*These are relevant to *Reward* schools that exhibit the highest performance and the highest progress on growth, respectively.

Component Descriptions:

Plan Requirements

- The basic strategic plan consists of the following components: Vision, Mission, Core Beliefs, prioritized issues based on data analysis, goals and objectives. The basic strategic plan will be required of *Success* schools.
- The targeted strategic plan will include all components of the basic plan along with action steps to address how applicable subgroups will meet AMOs or increase WVAI scores to meet targets. This will be required of all *Transition* schools.
- The extended strategic plan requires a more comprehensive analysis of data to identify root causes and detailed action steps to improve student achievement. This will be required of all *Focus*, *Support* and *Priority* schools.

ESEA/IDEA Requirements will be met through the Consolidated IDEA and ESEA application. *Success* and *Transition* schools will simply complete the application while LEAs with *Support*, *Focus*, and *Priority* schools will be required to provide objectives to address how resources will be utilized in identified schools.

Technical Assistance Responsibilities will be distributed among various providers including the SEA, LEA, and approved external providers including the Regional Education Service Agencies. The school designation will determine the support provided.

- a. **External Providers Approval Process:** External supporting partners must submit an application to the WVDE Offices of Federal Programs and School Improvement. Applications will be reviewed based on services provided and prior success of the partner in turning around low achieving schools along with the various credentials of employees and proper business registration with the state. Approved partners will be posted on the Federal Programs and School Improvement websites. Each LEA utilizing an External Partner must submit an annual review to the SEA based on the supporting partners' work in the identified schools.

Expected Interventions will be provided according to the school's designation. Interventions for priority schools will be aligned to the Turnaround Principles. *Support*, *Focus*, and *Transition* schools will identify interventions consistent with the Turnaround Principles and the approved menu based on needs identified in the diagnostic review.

Operational Accountability will be managed at the local level for *Success*, *Transition*, and *Support* schools. The State Board of Education, SEA, RESA, Local Board of Education, LEA, external providers, and school leadership teams in the ***Focus* and *Priority* schools** will be required to sign a memorandum of understanding (MOU) detailing role definition and accountability at each level.

Progress Reviews will be conducted annually by LEA and/or SEA based on school's designation and submitted to the local and/or state boards of education for appropriate action.

Rewards and Consequences range from monitoring exemptions and showcase opportunities to extended strategic plan requirements and MOU describing accountability at various levels

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none"> a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.
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The WVDE does not currently propose to use student achievement on assessments outside of mathematics and reading/language arts.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> i. Provide the new AMOs and an explanation of the 	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <ul style="list-style-type: none"> i. Provide the new AMOs and an explanation of the method used to set these 	<p>Option C</p> <p><input checked="" type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <ul style="list-style-type: none"> i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text
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method used to set these AMOs.	AMOs.	<p>box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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INTRODUCTION AND BACKGROUND

The approach taken to develop the state's ambitious but achievable Annual Measurable Objectives (AMOs) has been underway for some time. Beginning in February of 2012, the state began its outreach to LEAs, the media, and community as the WVDE filed for the *NCLB* Waiver, requesting both comments on the waiver itself and on the broader ESEA Flexibility Request. Conversations around the core components of Principle 2 began in March of 2012 and included LEA staff comprising West Virginia's Assessment Advisory Committee. This initial meeting focused on the appropriate use of assessment data in an accountability system that transitioned from a lever-based system to a gradient-based index.

Using guidance from these initial conversations, the state turned to their Accountability and Accreditation Stakeholders Advisory Committee (AASAC), which was established in April of 2012. Throughout April, May, June, and July of 2012, the WVDE met with the AASAC to discuss potential revisions to federal and state accountability systems, component weights for the index, guiding principles around defining AMOs, and establishing fair, yet rigorous, trajectories. This collaborative process culminated with the meeting of a small-scope standard setting committee (SSSC) who would ultimately define the cut points for school classifications and the characteristics of highly effective schools using empirically-based rationales. The following sections detail the development of index-based trajectories, articulating the expectation that all schools will strive toward equipping all students to be prepared for college and careers. Additionally, 2.B presents the subgroup-specific proficiency based AMOs that schools will be required to meet. These two components will drive school designations.

DEVELOPING WEST VIRGINIA'S AMBITIOUS BUT ACHIEVABLE WVAI TARGETS AND AMOs

West Virginia believes that WVAI-based targets and Annual Measurable Objectives (AMOs) must be ambitious, but legitimately attainable, to drive system-wide change. As detailed in the narrative for Principle 1 and earlier in this section, the state made a bold decision, once in 2009 and again in 2010, to realign proficiency-level expectations with national and international performance benchmarks. Given the short amount of time that was left to reach 100% proficiency by 2014, West Virginia's schools were left with an approximate required increase of 16% and 17% percent proficient *per year* in AMOs for mathematics and reading/language arts, respectively. This reality became an impediment to focused statewide efforts supporting improved teaching and learning as many local systems were discouraged from making improvement efforts before they even began the school year. The opportunity to revise the federal accountability system and set new AMOs reflecting continuous attainable improvement are necessary to ensure West Virginia's public education system continues to move forward.

West Virginia has designed AMOs and trajectories around the central goal of every student being in a highly effective school, as classified by the West Virginia Accountability Index and subgroup-specific expectations by the year 2020. We believe this approach is extremely rigorous and innovative in that it promotes alignment among our proposed system of school classifications and a well-articulated set of index-based targets and proficiency-based AMOs that will ensure schools meet our central goal. Our approach to derive these targets and AMOs was as follows:

1. Use stakeholders' recommendations regarding school classifications to develop a set of index starting points based upon the expectations for highly effective schools at each programmatic level;
2. Use input from stakeholders to determine a rigorous but attainable trajectory for improvement in terms of total index points which aligns to the following system goals: That all schools meet or exceed the current highly effective school cut by 2020 (i.e., perform at or above the total index value

- assigned to the 90th percentile school); and
3. Use the resulting index-based trajectories to extrapolate the required increases in terms of proficiency in reading/language arts and mathematics to determine proficiency-based AMOs for each subgroup in a school by programmatic level.

STEP 1 - INDEX STARTING POINTS

West Virginia used the aforementioned set of recommendations made by the SSSC regarding the school classifications to develop starting points based on each individual school's performance on the WVAI. These starting points highlight each school's expectation for continuous improvement, despite their prior performance. Further, these school-specific starting points articulate the need for lower-performing schools to make larger gains to reach the same expectation for all schools within a programmatic level.

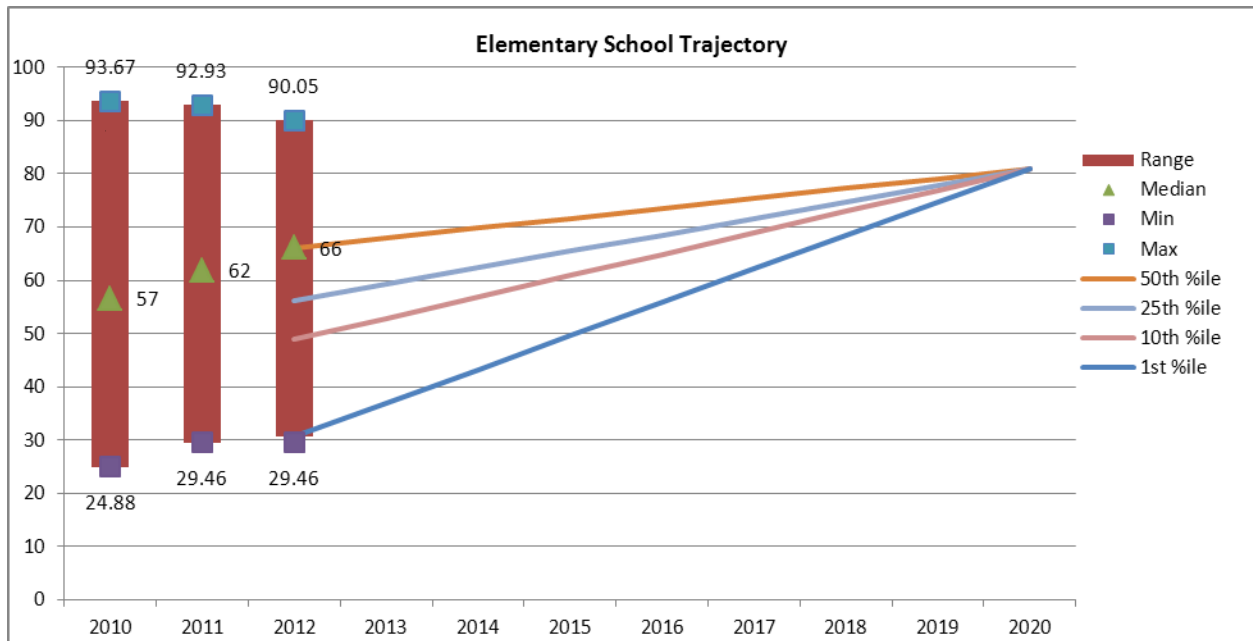
STEP 2 -INDEX-BASED TRAJECTORIES AND AMOS FOR EACH PROGRAMMATIC LEVEL

Standard setting participants were asked to provide guidance and recommendations around defining targets for the proposed index-based accountability system. Participants were provided with 2010 and 2011 index data and reviewed how the distributions of overall performance and maximum and minimum values differed across programmatic levels and over time. This information was then compared to where participants believed schools *should* score on the overall index over time in order to demonstrate adequate progress.

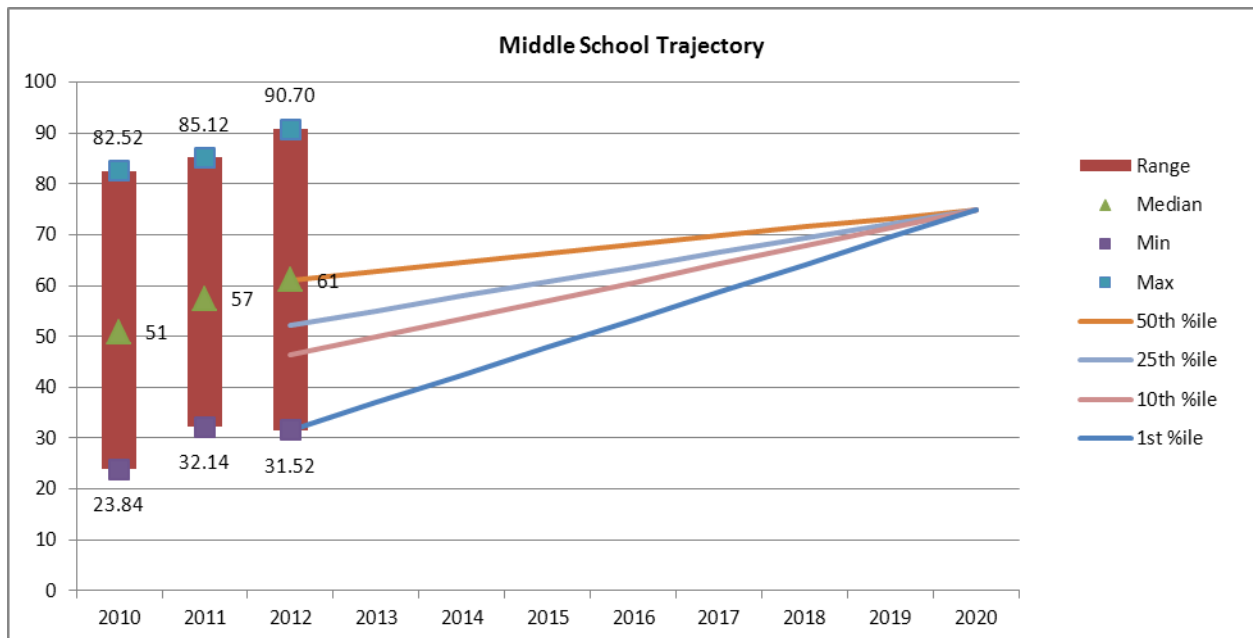
To define the trajectories for each programmatic level, participants were asked to consider the following as they extrapolated targets forward:

1. Should there be different rates of change for different schools?
2. Should the same rates of change apply across schools?
3. What is the end target for all schools/each type of school?
4. How does this intersect with the expected index improvement for various trajectories from last year?
Over time?

Participants' examination of the WVAI data and rankings for schools played a large role in framing how much improvement *should* be expected from year to year. Figures 2.5 through 2.7 depict the distribution of index rankings and trajectories recommended for each programmatic level. Index distributions are described below each figure. Please note that these projected index values utilize all components of the index, not just proficiency rates. These total index values defined the stakeholders' expectations for continued improvement and served to anchor school-specific index-based targets.

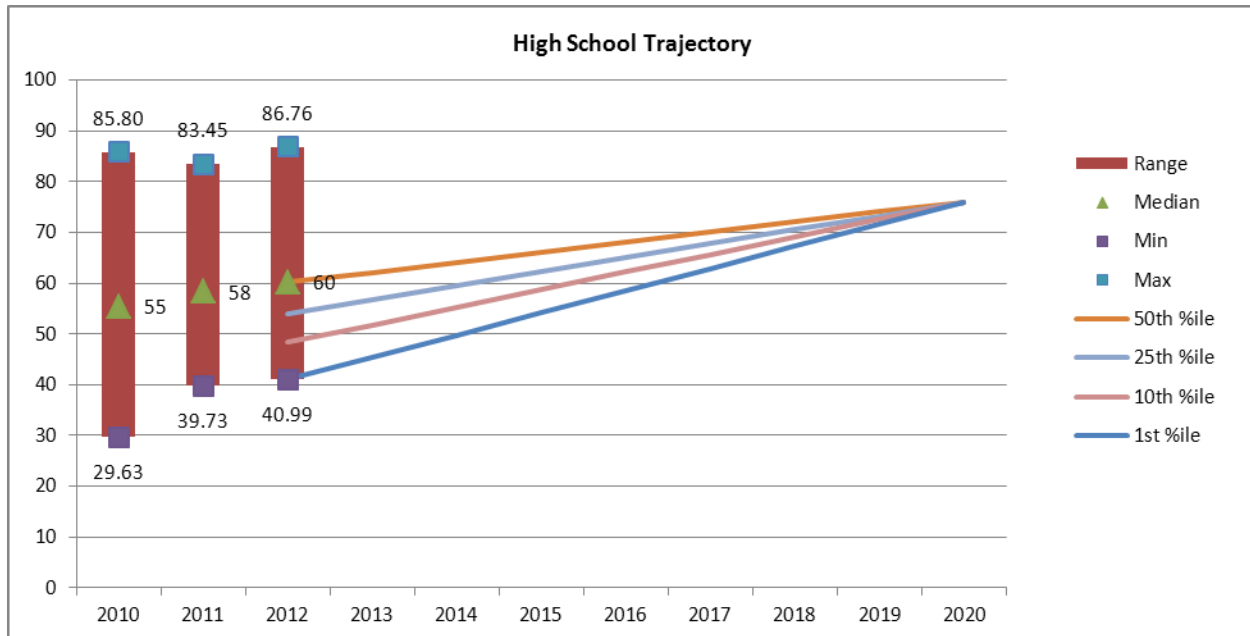
Figure 2.5. 2012 Elementary School Distributions and Trajectory

The elementary school index showed consistent gains across the 2010, 2011, and 2012 data with an average increase of 4 points per year. While the ranges varied from year to year, the key metric used to determine overall school improvement was median changes. Averages were also examined but appeared to be slightly deflated due to the distribution of index values for lower performing schools. As shown in the figure above, all schools are expected to reach the 90th percentile or 81 points of the total index by 2020. Sample trajectories are included to showcase how the SSSC articulated expectations for improvements based on proficiency, progress, and gaps that are challenging, yet attainable specific to elementary schools.

Figure 2.6. 2012 Middle School Distributions and Trajectory

The middle school index also showed consistent gains across the 2010, 2011, and 2012 data, with an average increase of 5 points per year. While the ranges varied from year to year, the key metric used to determine overall school improvement was again median changes. Averages were also examined and comparable, reflecting less than a 1 index point difference each year. As shown in the figure above, all schools are expected to reach the 90th percentile or 75 points on the index by 2020. Sample trajectories are included to showcase how the SSSC articulated expectations for improvements based on proficiency, progress, and gaps that are challenging, yet attainable specific to middle schools.

Figure 2.7. 2012 High School Distributions and Trajectory



The high school index also showed consistent gains from 2010 to 2012 with an average increase of 2.5 points per year. Ranges varied from year to year and the key metric used to determine overall school improvement was again median changes each year. Averages were also examined and comparable, but reflected slightly more volatility. As shown in the figure above, all schools are expected to reach the 90th percentile or 76 points on the index by 2020. Again, each school's individual trajectories will define the expected improvements based on proficiency, achievement, gaps, and graduation rates.

Another way to consider the changes in expected index values against performance expectations for highly effective schools is presented below in Table 2.11. This table highlights the expected yearly increase for each programmatic level in terms of total index points, as well as the starting index value that corresponds to an average school moving to the 90th percentile school in the state.

Table 2.13. Expected Average Index Improvements Through 2020.

School Classification Cut	Highly Effective Cut Point				Additional Information	
	Starting Index Value	2020 Target Index Value	Required Yearly Index Increase	Total Required Increase	Standard Deviation	Number of Years to meet SD Increase
Average Elementary School	65	81	2.00	16	12.24	6
Average Middle School	60	75	1.875	15	11.47	6
Average High School	62	76	1.75	14	10.28	6

As one can see in the table above, the WVDE is proposing an index shift encompassing a full standard deviation within 6 years—an ambitious proposal considering the need for consistent and sustained improvement in proficiency, progress, and achievement gaps that are differentiated by programmatic level. Although the index starting and end points vary by school and programmatic level, respectively, the expected rates of improvement are determined using normative distributions (i.e., all schools moving to the 90th percentile on the index). This in turn requires each school in each programmatic level to achieve a different amount of index score change over time (see Table 2.12), but serves to move the entire distribution of schools forward. To reiterate, each school's 2012 WVAI score will be its unique starting point, but all schools will be required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools.

The tables below highlight example schools at the 1st, 10th, 25th, and 50th percentiles, their expected improvement over time (Table 2.14), and the specific trajectories for those schools through 2020 (Table 2.15). As previously stated, this demonstrates the acceleration required for under-performing schools to meet the WVAI Target each year.

Table 2.14. WVAI Targets and Expected Improvement Through 2020.

Example School	2020 Target	Starting Point	Expected Yearly Increase
1 st Percentile Elementary School	81 Pts.	31 Pts.	6.25 Pts. per year
10 th Percentile Elementary School	81 Pts.	48 Pts.	4.125 Pts. per year
25 th Percentile Elementary School	81 Pts.	56 Pts.	3.125 Pts. per year
50 th Percentile Elementary School	81 Pts.	66 Pts.	1.875 Pts. per year
1 st Percentile Middle School	75 Pts.	31 Pts.	5.5 Pts. per year
10 th Percentile Middle School	75 Pts.	46 Pts.	3.625 Pts. per year
25 th Percentile Middle School	75 Pts.	52 Pts.	2.875 Pts. per year
50 th Percentile Middle School	75 Pts.	61 Pts.	1.75 Pts. per year
1 st Percentile High School	76 Pts.	41 Pts.	4.375 Pts. per year
10 th Percentile High School	76 Pts.	48 Pts.	3.5 Pts. per year
25 th Percentile High School	76 Pts.	54 Pts.	2.75 Pts. per year
50 th Percentile High School	76 Pts.	61 Pts.	1.875 Pts. per year

Table 2.15 WVAI Trajectories for 1st, 10th, 25th, and 50th Percentile Schools

Example School	2012	2013	2014	2015	2016	2017	2018	2019	2020
1st Percentile Elementary School	31	37.25	43.5	49.75	56	62.25	68.5	74.75	81
10th Percentile Elementary School	48	52.125	56.25	60.375	64.5	68.625	72.75	76.875	81
25th Percentile Elementary School	56	59.125	62.25	65.375	68.5	71.625	74.75	77.875	81
50th Percentile Elementary School	66	67.875	69.75	71.625	73.5	75.375	77.25	79.125	81
1st Percentile Middle School	31	36.5	42	47.5	53	58.5	64	69.5	75
10th Percentile Middle School	46	49.625	53.25	56.875	60.5	64.125	67.75	71.375	75
25th Percentile Middle School	52	54.875	57.75	60.625	63.5	66.375	69.25	72.125	75
50th Percentile Middle School	61	62.75	64.5	66.25	68	69.75	71.5	73.25	75
1st Percentile High School	41	45.375	49.75	54.125	58.5	62.875	67.25	71.625	76
10th Percentile High School	48	51.5	55	58.5	62	65.5	69	72.5	76
25th Percentile High School	54	56.75	59.5	62.25	65	67.75	70.5	73.25	76
50th Percentile High School	61	62.875	64.75	66.625	68.5	70.375	72.25	74.125	76

STEP 3 - EXTRAPOLATING TRAJECTORIES TO DEVELOP SUBGROUP-SPECIFIC PROFICIENCY-BASED AMOS

West Virginia believes an accountability system designed to drive system-wide improvement must take into account both school-wide considerations and individualized attention to subgroup-specific needs. To that end, schools will still be expected to demonstrate that all students and subgroups are meeting rigorous proficiency-based expectations (i.e., Annual Measurable Objectives) that will continue to increase each year.

The WVAI was designed to ensure school designations are based in part on a holistic consideration of school performance using multiple measures of academic progress (i.e., achievement, growth, gaps, attendance rates, and graduation rates). However, to ensure schools do not get a pass for making progress on one measure over another in a compensatory fashion and to drive subgroup-specific interventions and improvement goals, WV is proposing to include a set of rigorous proficiency-based AMOs for all schools/subgroups. Progress toward these AMOs will also be considered when assigning school designations (more information is provided at the conclusion of this section).

We used the SSSC's recommended characteristics of a highly effective school and the aforementioned index improvement trajectories to determine the specific AMO targets for each programmatic level. Subsequently, proficiency rates were examined for all schools and their corresponding percentiles to determine proficiency-based AMOs for all subgroups by 2020. Specifically, schools were rank ordered on their proficiency rates and the 90th percentile schools were identified using 2011-12 data. The amount of change in proficiency rates required to move to the 90th percentile school was then examined. Additional percentiles were then examined to arrive at proficiency-based AMOs. This additional examination of data is required due to the impact of the policy-based decisions that increased the rigor of the statewide assessment. After an extensive review of data, WV has proposed a common end-point for all students, subgroups, and schools of 75% proficient.

The resulting subgroup-specific proficiency-based AMOs appear in Tables 2.15 and 2.16 and communicate the required improvements for the *average* subgroup in WV. It is critical to note that while these increases demonstrate the average performance and required increase, they do not reflect the individualized trajectories for each school and subgroup. To reiterate, each subgroup within each school will use the 2011-2012 data to define the starting point, with all subgroups and schools expected to reach 75% proficiency, yielding a unique trajectory for each subgroup within each school. Again, this requires lower performing schools to accelerate their improvement to make sufficient progress to reach AMOs. Reviewers are reminded that the delineation

between *Support*, *Transition*, and *Success* schools will be based on whether a majority—or half in the case of an even number—of subgroups have made their proficiency-based AMOs and whether schools are making their WVAI-based targets. More information is provided later in this section.

Examining the Rigor of the Proposed AMOs

To determine the adequacy of our proposed AMOs, West Virginia examined the required yearly increases in proficiency under Option C. The required *average* increases for each of these options are shown in Table 2.15 and Table 2.16 below. These do not reflect the required increases by individual schools, which are context specific. Justification for our AMO end-point (i.e., 75% proficient) is included below the tables. For schools or subgroups that are identified as high performing, proficiency rates will be reviewed annually and improvement will be expected annually.

Table 2.15. Increases in AMOs for Option C in Mathematics.

Group	2012 Proficiency Rates	Option C Increases
All	46.55	3.56
White	47.17	3.48
Black	33.80	5.15
Hispanic	41.51	4.19
Asian	74.52	0.06
Indian	43.52	3.94
Multi-Racial	41.91	4.14
Pacific Islanders	48.78	3.28
Spec. Ed.	19.95	6.88
Low SES	35.99	4.88
LEP	43.16	3.98

Table 2.16. Increases in AMOs for Option C in R/LA.

Group	2012 Proficiency Rates	Option C Increases
All	48.44	<u>3.32</u>
White	48.97	<u>3.26</u>
Black	37.52	<u>4.69</u>
Hispanic	44.09	<u>3.86</u>
Asian	71.32	<u>0.46</u>
Indian	50.23	<u>3.10</u>
Multi-Racial	44.67	<u>3.79</u>
Pacific Islanders	46.34	<u>3.58</u>
Spec. Ed.	16.74	<u>7.28</u>
Low SES	37.40	<u>4.70</u>
LEP	38.55	<u>4.56</u>

The target for all subgroups and schools was selected after a careful review of the data. As a reminder, WV initially considered the 90th percentile school as the proficiency target for AMOs. However, the 90th percentile school's performance in each programmatic level was considerably below 75% due to policy-based context (detailed below Table 2.17). When considering proficiency rates for schools, 75% proficient corresponds to the 98th, 99th, and 100th percentile schools in elementary, middle, and high schools, respectively. Table 2.17 below indicates the actual proficiency rates for schools at 75% proficient and in a separate column, the 90th percentile in proficiency rates in elementary, middle, and high schools.

Table 2.17. Proficiency Rates and Corresponding Percentiles in Math and RLA

Group	Math Proficiency Rate	Math Proficiency Percentile	RLA Proficiency Rate	RLA Proficiency Percentile
Elementary Schools	75%	97 th	75%	99 th
Elementary Schools	64%	90 th	65%	90 th
Middle Schools	75%	99 th	75%	99 th
Middle Schools	59%	90 th	61%	90 th
High Schools	75%	>100 th	75%	100 th
High Schools	56%	90 th	59%	90 th

As one can glean from Table 2.17, the current observed performance in WV is a result of a confluence of three policy-based decisions:

1. Targeting more complex standards
2. Creating items with more complexity and higher difficulty
3. Setting a cut score at the 60th percentile of performance (i.e., 40% proficient)

While these three decision points allowed WV to achieve greater alignment between NAEP, TIMSS, and WESTEST 2, it has created a scenario where schools are not making large gains each year. Moreover, once a school has hit the policy-based starting point of 40% proficient, we rarely see gains that exceed 4% proficient per year for the all group, where most gains average between 2-3%. Table 2.17 highlights that WV expects schools to improve to nearly the performance of the top school in each programmatic level. The WVDE believes that the 8-year trajectory toward 75% is truly rigorous and will require systemic change in schools and LEAs to ensure consistent improvement across all schools, while simultaneously requiring the SEA and RESAs to provide targeted support to the lowest performing schools and schools with the largest achievement gaps.

To appropriately link the AMOs to the WVAI, West Virginia extrapolated performance using the following data-driven scenarios to arrive at the 90th percentile of WVAI scores, which include a requirement of 75% proficient for all students:

Table 2.17. Defined WVAI Criteria for 90th Percentile Schools.

Programmatic Level	Achievement Rates	Achievement Gaps	Observed Growth	Adequate Growth	Attendance/ Graduation Rates
Elementary Schools	75% proficient in both Math and R/LA	No more than an 33% Gap	MSGP of 50 in both Math and R/LA	MTSGP of 0 in both Math and R/LA	95% Attendance Rate
Middle Schools	75% proficient in both Math and R/LA	No more than an 33% Gap	MSGP of 50 in both Math and R/LA	MTSGP of 0 in both Math and R/LA	95% Attendance Rate
High Schools	75% proficient in both Math and R/LA	No more than an 33% Gap	MSGP of 50 in both Math and R/LA	MTSGP of 0 in both Math and R/LA	85% 4-yr/ 87.5% 5-yr Grad Rate

Using these scenarios, it is expected that schools must both meet WVAI-based targets and attend to subgroup-specific AMOs against a trajectory toward 75% proficient.

USING AMOS AND PROFICIENCY RATES TO DRIVE CHANGE AND SCHOOL IMPROVEMENT

Since the state revised its standards, assessment, and accountability system in 2009 and 2010, the “bubble” mentality has been prevalent when considering progress toward West Virginia’s current AMOs. Because of the unreasonable increases embedded within the current accountability system, schools often target services to students who are just short of proficiency expectations (i.e., “bubble kids”). The revised AMOs reframes the reality of what schools should expect for students to reach, at a minimum, within the context of the system.

West Virginia’s index-based trajectories and subgroup-specific proficiency-based AMOs are derived from an empirical consideration of school-wide improvement from the 2009-10, 2010-11, and 2011-12 school years. The trajectories and AMOs set the expectation that all schools shall exhibit school-wide characteristics that correspond to the 90th percentile school on the WVAI and approximately the 99th percentile school on AMOs by the year 2020. This not only communicates a high expectation for student achievement within a school, but progressively stipulates higher rates of improvement for lower performing schools. While public reporting will help drive expectations toward preparing students to be ready for college and careers, a set of articulated index targets and AMOs will also allow the SEA, LEAs, and schools to point to a larger conviction adhering to continuous improvement and educating all students. Public reporting will create an incentive for LEAs and schools to work toward index targets and AMOs for subgroups where specific actions will be taken when schools do not meet performance expectations.

As initially stated in 2.A, school designations and school improvement practices will be based on whether schools are (1) meeting holistic index-based trajectories and (2) subgroup-specific proficiency AMOs. These criteria are restated in the table below.

Designation	WVAI Targets	Proficiency-based AMOs
Reward Schools	High Performance schools must be at least <i>Success</i> schools and be among the highest achieving schools in the state. High Progress schools must be at least <i>Transition</i> schools and exhibit the highest growth in the state.	
Success Schools	Met WVAI target AND	Met AMOs for a majority* of subgroups
Transition Schools	Met WVAI target OR	Met AMOs for a majority* of subgroups
Focus Schools	Schools with the largest achievement or graduation rate gaps	
Support Schools	Did not meet WVAI target AND	Did not meet AMOs for a majority* of subgroups
Priority Schools	Persistently lowest performing schools in both mathematics and reading/language arts.	

*A majority is defined as greater than half for odd numbers and at least half for even numbers.

Public Reporting of the WVAI Targets and Subgroup-Specific Proficiency AMOs

West Virginia will comply with all requirements regarding public reporting of school progress as per ESEA sections 1111(b)(2)(C)(v)(II) and 1111(h)(1)(C) and 1111(h)(2)(B). Under this request, the SEA and LEAs will report whether schools are meeting the WVAI-based targets and whether the all subgroup and any valid subgroup in a school (i.e., a subgroup with an “n” size of at least 20 across all assessed grade levels) are meeting the proficiency-based AMOs.

Exact WVAI scores will be used to determine if schools have met index targets each year. Schools may meet subgroup-specific proficiency-based AMOs for a given subgroup by any of the following methods:

- Exhibition of absolute performance that meets or exceeds the AMOs;
- Application of a confidence interval to account for measurement error for any subgroup not meeting or exceeding the AMOs on absolute performance alone;
- Averaging to account for any year-to-year anomalies in data for any subgroup not meeting or exceeding the AMOs on absolute performance alone; or
- Application of a safe harbor metric to account for significant improvement from one year to the next for any subgroup not meeting or exceeding the AMOs on absolute performance alone, which is defined as a 10% decrease in the non-proficiency rate of a subgroup.

Actions Taken When Schools Do Not Meet WVAI Targets and/or Subgroup-Specific AMOs

For any case where a school does not meet the WVAI targets and/or subgroup-specific proficiency-based AMOs, schools will be required to implement a host of school improvement practices and/or interventions targeting each WVAI indicator of concern and/or specific subgroup deficiencies.

West Virginia's school improvement framework includes an extensive diagnostic process that provides schools with the means to examine a variety of school effectiveness indicators to determine root causes of poor school performance. Analysis of the WVAI components including proficiency rates, subgroup gaps, growth performance and attendance/graduation rates is a key portion of the diagnostic process. Support for the diagnostic process will be differentiated by designation - *Priority* schools will receive extensive support from the SEA, *Focus* schools will receive targeted support for subgroup analysis from the SEA and RESA, *Support* and *Transition* schools will receive support from the RESA and LEA. From this WVAI component analysis and other diagnostic processes, all designations of schools will determine root causes of poor school performance from which to develop school improvement plans.

School improvement plans for West Virginia public schools must be entered into the on-line school improvement strategic plan system that is accessible to the LEA, RESA and SEA for review and technical assistance; plans are also made available to the public for review at the school level in electronic or printed form. Every school designation group must develop and implement a school improvement plan and LEAs must conduct regular progress monitoring of the improvement plan. The on-line School Improvement Plan platform will include an entry for interventions targeting specific WVAI components which need to improve. However, the extent of the planning and monitoring requirements are progressive based on the degree of improvement needed for each designation (as described in Table 2.12).

First, each plan will include a data analysis section in which the school identifies the areas of student performance by subgroup that need to be addressed in order to improve their overall WVAI rate and meet annual AMOs. For example, a *Support* school may analyze their WVAI data and determine that while their students demonstrate growth from year to year, it is not adequate growth to meet their annual AMOs. Their improvement plan must include interventions designed to accelerate growth in student performance.

Second, each plan will describe interventions (aligned with data analysis) that will be implemented to address performance problems school-wide and for specific subgroups. For example, a *Focus* school has identified the Students with Disabilities subgroup gap score as being the major contributor to their significant subgroup gap. This school, working through their collaborative teams with support from RESA and other external providers, will determine appropriate instructional and environmental interventions to improve student learning for students with disabilities. Another example would be a *Support* school which did not meet their participation target; they will outline specific interventions within their school improvement plan that will lead to increased participation in the following year.

Third, resources and technical assistance will be aligned to support the interventions selected to address WVAI component deficiency areas. Hence, a school with significant attendance issues or low graduation rates

would apply targeted resources. This will be done through both school level and LEA improvement plans. The LEA Improvement Plan and ESEA/IDEA Consolidated Application will be aligned to the school improvement plan needs and interventions. This will ensure that the LEA provides the appropriate supports for interventions through technical assistance, professional development and staffing. Specific information regarding how ESEA/IDEA funding will support improvement efforts is provided in sections 2.D-G.

Finally, progress monitoring will be instituted throughout the improvement process to ensure that sufficient progress is being made on overall WVAI scores and on identified WVAI components most in need of improvement. The local board of education will be responsible for annual monitoring for all schools and the state board of education will conduct annual progress monitoring for *Priority* schools. The WVAI score will be included in the ESEA/IDEA Consolidated Monitoring Protocol to ensure that LEAs are providing the leadership and support that is needed to improve the schools within their districts.

When specific subgroup proficiency issues become apparent during diagnostic visits, targeted interventions germane to that subgroup will be built into the strategic plan. For example, a school with an underperforming English Language Learner subgroup might determine through root cause analysis that a lack of sheltered protocols is inhibiting ELL's from accessing core content. As a result, a *Support* school would consider collaborating with the LEA or external provider to explore SIOP strategies to make academic content more comprehensible.

In addition to the actions steps described above, schools will be required to revise and resubmit their strategic plans to the LEA for review, including intervention strategies to address deficiencies in performance. Additionally, for each of these schools, the LEA will be required to review the revised strategic plans and monitor school implementation efforts to ensure that the specified strategies and supports proposed by schools are being delivered with fidelity. Further, the SEA /OEPA/RESA, as part of the WV school accreditation process will conduct an audit of the lowest performing schools' strategic plans so long as those schools are not already designated as *Priority*, *Focus*, or *Support*. The purpose of the SEA/OEPA monitoring will be to ensure that LEAs are complying with the aforementioned responsibilities.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Under West Virginia’s proposed accountability system, *High Performing Reward* schools will be identified using the following process:

1. Schools will be ranked using achievement.
2. The top ten percent of schools will be used as the pool for selecting *High Performing Reward* schools.
3. Any school identified as a *Focus* school will be removed from the list.
4. Schools below the fiftieth percentile in the achievement gap component of the WVAI will be removed from the list.
5. Schools that do not meet the WVAI target will be removed from the list.
6. Schools that do not meet a majority of their subgroup-specific proficiency based AMOs will be removed from the list.
7. WV’s ESEA School Review Committee, which will include members from the Committee of Practitioners, district assessment coordinators, and accountability representatives from state agencies, will review the pool of schools to identify an appropriate cut point that communicates high expectations using achievement.
8. The remaining schools will be identified as *High Performance Reward* schools.

To identify *High Progress Reward* Schools, West Virginia proposes to use the following process:

1. Schools will be ranked using the growth component of the WVAI.
2. The top ten percent of schools will be used as the pool for selecting *High Progress Reward* schools.
3. Any school identified as a *Focus* school will be removed from the list.
4. Schools below the fiftieth percentile in the achievement gap component of the WVAI will be removed from the list.
5. Schools that do not meet either the WVAI target **or** meet a majority of their subgroup-specific proficiency based AMOs will be removed from the list.
6. Schools that are not in the top quartile of the WVAI will be removed from the list.
7. WV’s ESEA School Review Committee, which will include members from the Committee of Practitioners, district assessment coordinators, and accountability representatives from state agencies, will review the pool of schools to identify an appropriate cut point that communicates high expectations using achievement.
8. The remaining schools will be identified as *High Progress* schools.

Given these procedures, the WVDE has identified the following number of *Reward* schools with at least one Title I school identified:

- elementary schools
- middle schools
- high schools

2.C.ii Provide the SEA’s list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

CURRENT RECOGNITION PROGRAMS FOR HIGH PERFORMANCE AND HIGH PROGRESS SCHOOLS

The WVBE and the WVDE have long histories of publicly recognizing and rewarding high-performing schools. Different offices within the WVDE as a whole and within the WVDE's Office of Educational Performance Audits have various recognition programs for schools. In the past, these programs have been implemented individually; the ESEA Flexibility Request will allow the WVDE to merge these programs, which include the following:

- West Virginia Schools of Excellence for 21st Century Learning
- Title I Distinguished School Award Program
- Exemplary Accreditation Status
- Distinction Accreditation Status
- Career and Technical Education Exemplary Schools

Each of these recognition programs are described in further detail below.

WEST VIRGINIA SCHOOLS OF EXCELLENCE FOR 21ST CENTURY LEARNING

The instructional programs at these schools meet rigorous academic standards, have supportive and learning-centered school environments, and demonstrate student achievement results significantly above the average for comparable schools. Additionally, West Virginia *Code* 18-5A-4 requires these schools to demonstrate the following:

- Improvements in student achievement, dropout rates, standardized test scores; parent and community involvement; parent, teacher, and student satisfaction; and student attendance
- The implementation of advanced or innovative programs and the goals of college and career ready
- Other factors that promote excellence in education

Each School of Excellence recipient is honored at a banquet and receives a plaque, banner, and small grant award.

TITLE I DISTINGUISHED SCHOOL AWARD PROGRAM

A Title I Distinguished School must meet the following criteria:

- Be operational for at least three or more consecutive years
- Be a Title I program for three or more consecutive years
- Exhibit full West Virginia accreditation status
- Demonstrate AYP in both reading and mathematics for three or more consecutive years

Title I Distinguished Schools must demonstrate 60% proficiency for all subgroups in both reading/language arts and mathematics based on 10 or more students tested ("n" count for reporting assessment data). K-2 Title I schools must make AYP for three or more consecutive years as determined by the Office of Educational Performance Audits.

EXEMPLARY ACCREDITATION STATUS

Schools are designated as exemplary based on a ranking system. All schools are ranked according to the percentage of proficiency in each subject (reading/language arts, mathematics, science, and social studies). All students in these schools are ranked by a student achievement index in each of the above subjects based on their scores on the WESTEST 2, with progressive weighting for scores at each performance level. Based on these weighted rankings for elementary, middle, and high schools, the top 10 percent of schools are designated as “exemplary” if they meet other criteria—including attendance rates; graduation rates; percentage of high school graduates who declare their intentions to enroll in college or other postsecondary education; and percentage of students who successfully complete Advanced Placement®, dual credit, and honors classes.

DISTINCTION ACCREDITATION STATUS

A school is issued distinction accreditation status when its students’ performances are below the criteria for exemplary status but when it still achieves in the upper quartile on the annual performance measures, as specified in Section §126-13-6: *State Annual Performance Measures for School Accreditation Status and School System Approval Status*.

CAREER AND TECHNICAL EDUCATION EXEMPLARY SCHOOLS

Career and Technical Education (CTE) Exemplary Schools are those that have met standards on all determiners, and have a school average on State administered end-of-course technical skills tests given to students in that school during the previous school year as determined annually by the West Virginia Department of Education, Division of Career and Technical Education. The determiners are: Academic Skill Proficiency, Technical Skill Proficiency, Placement, and Placement in Field.

PROPOSED RECOGNITION PROGRAM FOR HIGH PERFORMANCE AND PROGRESS SCHOOLS

REWARD SCHOOLS

The WVDE proposes to develop a new system of school recognition to align with ESEA Flexibility. The new comprehensive recognition systems will label high performance and progress schools as *Reward* schools. The following categories of schools will be recognized within this new system using the WV Accountability Index described in 2A:

High Performing Reward Schools exhibit the highest absolute performance among *Success* schools and do not have persistent achievement gaps in any subgroup. At least 1 Title I school will be identified as high performing.

High Progress Reward Schools are making the greatest progress in the growth component of the WVAI over a number of years with no significant achievement gaps across subgroups that are not closing and must be at least *Transition* schools. At least 1 Title I school will be identified as high progress.

Schools awarded these designations will receive the following:

- **Reward School Ceremony:** This ceremony will be a full day event hosted by the WVDE which provides a celebration of participating schools’ achievements while creating a network of participating schools through collaborative professional development sessions. A

recognition ceremony will include participation by the Governor, members of the West Virginia Board of Education, members of the West Virginia Legislature and the State Superintendent of Schools. Press releases will be developed and distributed to media outlets around the state. Certificates and banners will be provided to each participating school.

Reward schools will also receive special considerations including but not limited to exemption from ESEA/IEDA Consolidated Monitoring for one monitoring cycle and exemption from OEPA auditing for one monitoring cycle.

The timeline for the *Reward* schools recognition process will be as follows:

- The first *Reward* schools will be identified and announced in August 2013.
- The annual *Reward* School Ceremony will be held in October of each year beginning in 2013. The ceremony will be hosted by the WVBE with coordination support from the WV OEPA and the WVDE Division of Educator Quality and System Support.

CONSULTATION

In order to design a recognition and rewards system that would be meaningful and beneficial to the LEAs and schools, the WVDE consulted the Accountability and Accreditation Stakeholder Advisory Committee, the Title I Committee of Practitioners, the WVDE and the OEPA program staff for Title I Distinguished Schools and Exemplary Schools. This group plans to continue to work during the 2012-13 school year to develop one comprehensive system of school recognition that will merge the various recognitions that currently exist with the *Reward* schools to recognize schools in multiple categories with differentiated rewards. This systems merger will require policy change.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

PROCESS USED TO IDENTIFY PRIORITY SCHOOLS

Under West Virginia's proposed accountability system, priority schools will be identified using the following process:

1. Schools will be ranked using proficiency rates.
2. The WVDE will identify the lowest performing schools using proficiency rates for the most current year that include at least the minimum number of required Title I schools.
3. **All schools (i.e., Title I and non-Title I schools)** that exhibit proficiency rates under the identified Title I schools will be identified as a *Priority* school.
4. Historical trend data will be used to validate *Priority* school selections:
 - Using **only achievement** data (i.e., proficiency rates), all schools will be coded from lowest to highest using quartiles (i.e., red, orange, yellow, green).
 - Schools will also be coded by quartile using the three most recent years of achievement data to establish a trend of performance (e.g., 2012, 2011 and 2010).
 - Trend data will be compared to ensure the WVAI is identifying the correct schools.

Using the process outlined above, the WVDE identified 30 Priority schools that included the required number of Title I schools (i.e., 5% or 18 of the Title I schools):

Because West Virginia is proposing to implement a statewide model and believes that low-performing schools, irrespective of Title I eligibility, should receive support, the state would apply the same criteria to all schools in the state. Expanding the scope to non-Title I schools would identify the following using 2011-2012 data:

- 12 non-Title I schools had an Achievement Index score less than the highest ranked Title I *Priority* school.

West Virginia understands that 5% (i.e., 18) of the Title I schools in the state must be identified as *Priority* schools.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

WVDE SCHOOL IMPROVEMENT MODEL

The WVDE will implement the Turnaround Principles as outlined in ESEA Flexibility in Priority Schools:

- Provide strong leadership
- Ensure that teachers are effective and able to improve instruction
- Redesign the school day, week, or year
- Strengthen the school's instructional program
- Use data to inform instruction
- Establish a school environment that improves safety and discipline and address other non-academic factors
- Engage families and community

These principles are embedded in the West Virginia Standards for High-Quality Schools (Policy 2322) and they are included in the WVDE school improvement model that has been successfully implemented in School Improvement Grant (SIG) 1003(g) and Tier schools since 2010. Staff from the WVDE Office of School Improvement have experience in working with the state's 20 SIG schools to implement each of the seven turnaround principles as necessary.

The WVDE will utilize its current school improvement process, which is 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. The framework will support LEAs and their priority schools in selecting and implementing interventions to improve student achievement. West Virginia has successfully implemented this process with the current School Improvement Grant (SIG) 1003(g) initiative, since 2010. The SIG 1 cohort contained fourteen schools and twelve of the fourteen improved in Math from 2010-2011. All fourteen schools improved in Reading/Language Arts from 2010-2011. Ten of the fourteen continued to show gains in Math from 2011-2012 and seven of the fourteen showed continued gains in Reading/Language Arts. The SIG 2 cohort is made up of six schools. Five of these six schools improved in Math while four of the six improved in Reading/Language Arts from 2011-2012. The same process will be implemented in *Priority* schools and emphasize the development of teacher and leader effectiveness, comprehensive instructional reform programs, increased learning time, the creation of community-oriented schools, and operational flexibility with sustained support.

The WVDE's Office of School Improvement will provide sustained support for *Priority* schools. This office supported districts and schools in the implementation of the turnaround principles with the SIG schools. The office employs school improvement coordinators, who will serve as liaisons to the *Priority* schools and provide weekly mentorship and support to school leadership teams. They also will collaborate with each LEA's school improvement staff and provide technical assistance to each school's leadership team around the West Virginia Standards for High-Quality Schools (Policy 2322).

The Priority Schools cohort will receive support from the SEA to implement turnaround principles for a period of three years. The planning and diagnostic process (based on the Turnaround Principles) will occur at the beginning of the three year support process and an extra year of support for sustainability will follow the third year. The full five-year timeline, monitoring, activities and support processes that ensure West Virginia will implement interventions in *Priority* schools that are fully aligned with the Turnaround Principles are described below. That is, full implementation will begin at the beginning of the first year WV's Flexibility Request is approved.

2.3.4 Table 2.19 WV School Improvement Framework for Priority Schools

Time-line	Process/Activities	LEA Responsibilities
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Preparations for Implementation (Diagnostic) School Year 2012-2013	<p>Diagnose and begin building structures:</p> <ul style="list-style-type: none"> • School Improvement Coordinator (SIC) assigned to assist in improvement process • Diagnostic visit based on Turnaround Principles/HQ Standards and administer culture survey and principal effectiveness audit • Diagnostic Report completed and shared with staff by November 2013. • School, LEA, RESA and SEA develop relationships and clarify roles within a formal MOU • Administrative Team develops relationships and clarifies roles • School Leadership Team (SLT) established and protocols created • Extended strategic plan revised to address the findings and recommendations from the diagnostic visit • Recommendation made to utilize subgroup interventions from Section 2E, if diagnostic visit reveals subgroup gaps • Schedule for SLT & Collaborative Teams (CT) established for following school year • Technical assistance and available resources are explained 	<ul style="list-style-type: none"> • County hires or appoints a local SIC to collaborate with WVDE SIC to support the school on a daily/weekly basis • County representation meets and collaborates with SLT monthly
Initial Implementation Year School Year 2013-2014	<p>Build structures that facilitate school improvement:</p> <ul style="list-style-type: none"> • Establish MOU beginning implementation of all Turnaround Principles simultaneously • SIC visits and/or consults with school weekly • SLT Conference in October/February • SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards • Instructional Practices Inventory (IPI) team trained to collect data on student engagement • SLT builds capacity in Turnaround Principles/HQ Standards • Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year • SLT measures and documents progress using Online Monitoring tool around HQ Standards • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies • SIC coordinates instructional improvement efforts with Office of Special Programs, Instruction, and Early Learning • SIC/SLT administers Culture Typology & conduct 4 IPI data collections & debriefs. • SLT prepares for progress & annual reports to local and state BOE • SIC/SLT completes a culture survey at end of year 	<ul style="list-style-type: none"> • Local SIC supports the school on a daily/weekly basis • Fund travel/substitute cost to attend two SLT Leadership Conferences. • County meets and collaborates with SLT monthly

<p style="text-align: center;">Second Implementation Year School Year 2014-2015</p>	<p>Facilitate school improvement:</p> <ul style="list-style-type: none"> • Revisit MOU and revise as necessary • SIC visits and/or consults with school weekly • SLT Conference in October/February • SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards • SLT builds capacity in Turnaround Principles/HQ Standards • Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year • SLT measures and documents progress using Online Monitoring tool around HQ Standards • Extended strategic plan is continually revisited with emphasis on organizational learning • SIC/SLT increases emphasis on instructional improvement with continued coordination with Office of Special Programs, Instruction and Early Learning • SLT conducts 4 IPI data collections & debriefs • SLT prepares for progress & annual reports to local and state BOE • SIC/SLT completes a culture survey at end of year 	<ul style="list-style-type: none"> • Local SIC supports the school on a daily/weekly basis • Fund travel/substitute cost to attend two SLT Leadership Conferences • County meets and collaborates with SLT monthly
<p style="text-align: center;">Final Implementation Year School Year 2015-2016</p>	<p>Build capacity to facilitate sustainability:</p> <ul style="list-style-type: none"> • Revisit MOU and revise as necessary • SIC visits and/or consults with school bi-monthly • SLT Conference in October/February • SIC meets with Administrative Team once a month to monitor progress on Turnaround Principles/HQ Standards • SLT builds capacity in Turnaround Principles/HQ Standards • Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year • SLT measures and documents progress using Online Monitoring tool around HQ Standards • Extended strategic plan is continually revisited with emphasis on sustainability • SIC/SLT continues instructional improvement with emphasis on building capacity of the Collaborative Teams as a vehicle to provide instructional improvement with Office of Special Programs, Instruction, and Early Learning • SLT conducts 4 IPI data collections & debriefs • SLT prepares for progress & annual reports to local and state BOE • SLT completes a culture survey at end of year 	<ul style="list-style-type: none"> • Local SIC supports the school on a daily/weekly basis • Fund travel/substitute cost to attend two SLT Leadership Conferences • County meets and collaborates with SLT monthly

Sustainability Year
School Year 2016-2017**The LEA will sustain and institutionalize the work:**

LEA provides support for SLT to sustain continuous improvement activities as practiced in three-year implementation process as follows: Sustain work of Administrative teams, SLT, and collaborative teams

- Utilize Educator Evaluation System to monitor teacher and principal effectiveness and make necessary adjustments throughout the year
- Sustain the use of the online system to measure and document progress in all HQ Standards
- Prepare SLT for progress & annual reports to District Leadership Team local board of education

Continues local SIS, assumes responsibility for supporting the school, & leads questioning for progress & annual report out/conversation

Upon approval of this ESEA Flexibility Request, the WVDE will help the LEAs and *Priority* schools revise their strategic plans for continuous school improvement to incorporate turnaround principles articulated in the flexibility request. The plans will describe how the LEAs will help *Priority* schools meet AMOs and emphasize specific interventions to achieve these goals. School improvement coordinators will assist *Priority* schools in using the WVDE early warning system to target specific supports for at-risk students; this system will work in conjunction with multiple program resources (e.g., support for personalized learning, safe and supportive schools, dropout prevention, optional educational pathways) to help priority schools address identified needs. School improvement coordinators will also track progress on implementation of the Turnaround Principles.

As a result of ESEA Flexibility, the WVDE Offices of Federal Programs and Special Programs will revise the State Consolidated Application for ESEA/IDEA funding to facilitate appropriate prioritization of resources and staff to support school improvement efforts in all schools. Districts with identified Priority Schools will allocate appropriate Title I, Title II, Title III (if they have a subgroup gap with ELL), IDEA (if they have a subgroup gap with students with disabilities) and other resources to support the intense school turnaround activities of these schools as determined through their diagnostic process aligned with the Turnaround Principles. West Virginia's ESEA/IDEA Consolidated Application will address this requirement through a collaborative planning process between the school, LEA and WVDE (School Improvement Specialist and Office of Federal Programs Liaison). The ESEA/IDEA Consolidated Application will require Priority Schools to conduct a thorough data analysis which will guide them in the development of a professional development plan that demonstrates how they will prioritize and align various professional development offerings to their specific school improvement needs. As ESEA budget planning for the 2013-14 began in December 2012, LEAs have made the necessary personnel provisions to apply flexible staffing patterns to address the needs of Priority schools.

The WVDE Office of Federal Programs will utilize ESEA 1003(a) and Title II State Activity funding, if available and appropriate, to assist districts in meeting the balance of needs through discretionary grants to districts most in need of providing supports to Title I Priority Schools (ESEA 1003(a)) and non-Title I Priority Schools (with Title II funding).

The WVDE and LEA set-aside funds for 1003(a) will support the school improvement framework implementation in Title I *Priority* schools. The WVDE will use the ESEA Flexibility Request to waive the School Choice and Supplemental Educational Services (SES) from the new accountability system. Data indicate that very few parents use this option; as such, compliance activities for this requirement are not an efficient or effective use of administrative resources at the WVDE or LEA levels. The WVDE and LEA will redirect the time and resources currently dedicated to implementing, maintaining, and monitoring School Choice and SES programs to provide more support to Title I *Priority* schools in implementing the turnaround principles. The WVDE is not setting an exact percentage for Priority set-aside funding; the Office of Federal Programs will collaborate with each LEA to determine an adequate amount of set-aside to support the needs

of their Priority schools. Each set of needs will be identified through the diagnostic visits of each school aligned with the Turnaround Principles. Funding will be used to support leadership development, collaborative teams, common core implementation, school climate and culture, student learning goals and other identified needs. If annual progress reviews determine that additional resources are needed, the WV Board of Education can redirect funds to increase the level of support to address specific needs.

In addition to required School Leadership Team training, *Priority* schools will receive special consideration for inclusion in other state-level professional development and program enhancement activities (described in Principle 1 and in 2.E. as Focus Intervention Strategies). School improvement coordinators and the LEA school improvement contact will provide on-site support to help school leadership teams integrate these programs and strategies into their daily routines.

Annual progress of Priority schools will be reviewed by the WVDE, LEA and RESA. Performance reviews of the principal and staff will reflect progress or lack of progress toward student achievement and other indicators of school improvement. The West Virginia Board of Education will hold the LEA accountable for priority school improvement results and may use a continuum of consequences including LEA/school take-over as well as removing the principal's authority and placing a certified/qualified administrator in control of the school. The West Virginia Board of Education has the authority to do this under West Virginia Code §18-2E-5.

The annual progress reports for Priority schools will include information on educator effectiveness based on the new Teacher and Leader Evaluation Systems. The West Virginia Board of Education will use this information to determine if LEAs/RESAs will be directed to provide additional supports to educators in Priority schools demonstrating low levels of teacher effectiveness. This process will align with the requirement of the Support for the Improvement of Professional Practices (SIPP) outlined in West Virginia Code §18A-3C-1.

In addition, the West Virginia Board of Education may direct LEAs/Priority schools that do not make progress to implement specific turnaround principles that have been identified as a weakness in the annual evaluation of the schools improvement indicators. This may include redesign of school schedules to provide additional time and support for improvement, instructional improvements, improving school climate and increasing family and community engagement. WVDE School Improvement Coordinators will provide the technical assistance and oversight to assure that these directives are implemented.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

PROCESS AND TIMELINE TO SUPPORT *PRIORITY* SCHOOLS

The timeline for implementation under this flexibility request will begin with the new *Priority* school identification process in 2012-13. This means that each school identified as a *Priority* school in the Spring of 2013 will be assigned a school improvement coordinator, who will lead a diagnostic visit and begin instituting structures and processes to implement the turnaround principles and school improvement framework, with WVDE and LEA support, during 2013-14. The milestones and timeline for continued support is depicted in Table 2.20. Again, the diagnostic visits are based on the Turnaround Principles.

Table 2.20. Milestones and Timeline for Continued Support

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
March 2013 – Oct 2013 2012 <i>Priority</i> schools will diagnose and begin to build structures	SEA RESA LEA School leadership team (SLT)	Diagnostic analysis report based on Turnaround Principles MOU Appropriate school leadership team membership Appropriate schedule to accommodate the work of the school leadership team and collaborative teams	WVDE staff RESA staff LEA school improvement contacts	Building stakeholder knowledge of the WVAI Addressing personnel and scheduling issues to allow for appropriate time and structure for school teams to meet Building communication processes within the school and between the LEA, RESA and SEA
August 2013 – July 2014 2012 <i>Priority</i> schools build structures that facilitate school improvement.	Same as previous year	High Quality Standards on-line monitoring tool Reports from culture & climate surveys, typology & IPI Leadership Effectiveness Audit Educator Evaluation System Reports Annual progress	Same as previous year Culture, climate, & typology survey tools CCSS and accompanying professional development tools	Prioritizing time within school schedules for teams to focus on student learning Maintaining communication structures among all parties Addressing culture and climate issues that hinder school improvement

		report Improvement on AMOs		
August 2014 – July 2015 2012 <i>Priority</i> schools will facilitate school improvement.	Same as previous year	Same as previous year	Same as previous year	Same as previous year Staff turnover
August 2015 – July 2016 2012 <i>Priority</i> schools will build capacity to facilitate sustainability.	Same as previous year	Same as previous year	Same as previous year	Same as previous year
August 2016 – July 2017 The <i>Priority</i> schools will sustain and institutionalize the work.	LEA SLT Collaborative teams	Same as previous year	Same as previous year	Same as previous year Sustaining improvement process without SEA oversight

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

EXIT CRITERIA FOR *PRIORITY* SCHOOLS

Priority schools, due to their significant need, will not be eligible to exit *Priority* status until the end of the third year. At the end of three years, a school must meet the following criteria to exit *Priority* status:

1. The school is no longer in the bottom 5% of Title I school performance (as described in section 2A).
2. The school demonstrates successful implementation of school turnaround strategies (as measured by the High Quality Standards on-line monitoring tool).
3. The school must demonstrate for the two most recent years, that
 - a. students in the all subgroup are meeting the AMO, **or**
 - b. students in the all subgroup are demonstrating adequate growth (i.e., a median gap of zero in the distance between observed growth and target growth).

It is assumed that any school meeting these two criteria will be designated a *Support* school. Again, *Support* schools will be required to work with the LEA and/or RESAs to enhance leadership, engage in more effective strategic planning, deliver more effective instruction, and engage in outcome-focused capacity building at the school level. For more information on how services are delivered, please see sections 2.F. and 2.G.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in ESEA Flexibility (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

PROCESS USED TO IDENTIFY FOCUS SCHOOLS

Under West Virginia’s proposed accountability system, *Focus* schools will be identified using the following process:

Elementary and Middle Schools:

1. All elementary and middle schools will be ranked using the Gap component of the WVAI.
2. Schools that were already identified as *Priority* schools will be removed from the list.
3. The WVDE will identify the required number of Title I schools with the largest achievement gaps.
4. These Title I and non-Title I elementary and middle schools falling below the 10th percentile Title I school will be identified as a *Focus* school

Using the process outlined above, the number of Title I schools that would be selected at the elementary and middle programmatic levels will be based on their performance on the Gap component of the WVAI.

Given these rankings, the WVDE identified 78 *Focus* schools among elementary and middle schools that include the required number of Title I schools (i.e., 10% or 36 Title 1 schools).

West Virginia believes that schools with high-achievement gaps, regardless of Title I classification, should receive support in addressing individual student learning. Thus, the state proposes to implement a statewide model. Expanding the scope to non-Title I schools included 42 non-Title I elementary and middle *Focus* schools.

High Schools:

1. All high schools will be ranked using a graduation rate gap.
2. High schools that were already identified as *Priority* schools will be removed from the list.
3. The WVDE will supplement the required number of Title I schools with 5% of the state’s high schools with the largest graduation rate gaps.
4. These Title I and non-Title I schools will be identified as *Focus* schools.

Given these rankings, the WVDE identified 6 *Focus* high schools.

Schools that are identified among the largest 10% of Title I school achievement or largest 5% of graduation rate gaps will be reviewed for subgroup performance. If a subgroup that contributes to a school’s achievement gap is performing at or above the 67th percentile for that subgroup, the school will be exempt from *Focus* designation.

2.E.ii Provide the SEA’s list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

PROCESS AND TIMELINE TO SUPPORT *FOCUS* SCHOOLS

The following description of West Virginia’s process for supporting Focus Schools is outlined in Table 2.21 Differentiated Recognition, Accountability and Support system. This chart articulates the progression of supports across the continuum of school improvement needs.

The WVDE will work closely with the state’s eight Regional Education Service Agencies (RESAs), each of which serve four to twelve districts of the state, to provide support to their *Focus* schools. Each RESA has a Special Education Director, Wellness Specialist, Professional Development Director and Technical Assistance Support Specialist (RTI). These individuals have provided cost-effective services to students, schools, and districts for more than 25 years. They have been involved extensively in the state’s current school improvement efforts and have experience with the WVDE’s Office of School Improvement processes. As such, their staff members are uniquely positioned to support LEAs and their *Focus* schools. The WVDE will consider the number of *Focus* schools within each of the service areas to determine if additional support and resources are needed.

The West Virginia Board of Education has authority and oversight over the WVDE, RESAs, LEAs and schools and will hold all agencies accountable for progress in the Focus Schools. The SEA, RESAs and LEAs will form a Focus Assistance Support Team (FAST) which will be responsible for the design and delivery of the intervention processes for Focus Schools. The Memorandum of Understanding outlined in Table 2.X will articulate specific supports and serve to hold all FAST members accountable.

Table 2.21 Differentiated Supports for Focus Schools

FAST LEADERSHIP LEVELS	REPRESENTATION
WVDE	Office of Federal Programs (ESEA Programs) Office of Optional Pathways (Dropout Prevention) Office of School Improvement Office of Special Programs (special education)
RESA	Professional Development Coordinator Special Education Director Technical Assistance Support Specialist (SPL/RTI) Wellness Specialist
LEA	District Superintendents Attendance Directors Curriculum Directors ESEA Program Staff (Title I, Title II & Title III Directors) Special Education Director
School Leadership Team	Principals Teachers (Classroom, ELL, Title I, Special Education) Instructional Coaches Counselors and Social Workers

The FAST will be responsible for ensuring that identified Focus Schools have the information, capacity and resources they need to effectively support groups of historically underperforming students. The FASTs will facilitate Focus Schools’ selection and implementation of appropriate intervention measures to improve student performance beginning in the 2013-14 school year. That is, when West Virginia’s Flexibility Request is approved. The process and timeline for Focus School improvement is outlined in Table 2.22:

Table 2.22 West Virginia School Improvement Framework for Focus Schools

Time-line	Process/Activities	LEA Responsibilities
Preparations for Implementation Preparations for Implementation (Diagnostic) School Year 2012-2013	Diagnose and begin building structures: <ul style="list-style-type: none"> • LEA appoints local liaison to collaborate with RESA/SEA FAST members • RESA FAST members facilitate diagnostic visits in collaboration with LEA and SEA FAST members • Focus diagnostic visits conducted by RESA FAST – primary focus of level 1 diagnostic will focus on Gap analysis to determine subgroup needs • Level 2 diagnostic will focus on specific self-assessment tools for identified subgroup areas • Diagnostic Report completed and shared with LEA and school leadership and staff by November 2013 • School, LEA, RESA and SEA develop relationships and clarify roles within a formal MOU • School Leadership Team (SLT) established and protocols created • Extended strategic plan revised to address the specific findings and recommendations from the diagnostic visit with measurable goals, action steps and a concrete evaluation plan to address identified gaps • SLT establishes schedule for job-embedded professional development and interventions for following school year • Technical assistance and available resources (including external providers) are explained 	<ul style="list-style-type: none"> • The lead(s) for the LEA FAST is the district coordinator/director for programs responsible for identified subgroup(s) • County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule • LEA FAST collaborates with SLT monthly
Initial Implementation Year School Year 2013-2014	Build structures that facilitate school improvement: <ul style="list-style-type: none"> • RESA FAST and external providers collaborate with LEA FAST and SLT to implement gap interventions in accordance with extended strategic plan • LEA FAST meets with SLT once a month to monitor progress and assess fidelity of implementation for selected subgroup interventions • SLT meets with collaborative teams within the school weekly to examine data and monitor intervention implementation and progress • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies related to providing for targeted subgroup • SLT prepares for progress & annual reports to local and state BOE • Schools progress is reviewed for focus status exit criteria 	<ul style="list-style-type: none"> • County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule • LEA FAST collaborates with SLT monthly • LEA targets funds to implement gap interventions from menu

Second Implementation Year School Year 2014-2015	Facilitate school improvement: <ul style="list-style-type: none"> • RESA FAST and external providers collaborating with LEA FAST and SLT implement gap interventions in accordance to extended plan • LEA FAST meets with SLT once a month to monitor progress • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies related to providing for targeted subgroup • SLT prepares for progress & annual reports to local and state BOE • Schools progress is reviewed for focus status exit criteria 	<ul style="list-style-type: none"> • County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule. • LEA FAST collaborates with SLT monthly • LEA targets funds to implement gap interventions from menu
Final Implementation Year School Year 2015-2016	Build capacity to facilitate sustainability: <ul style="list-style-type: none"> • RESA FAST and external providers collaborating with LEA FAST and SLT implement gap interventions in accordance to extended plan • LEA FAST meets with SLT once a month to monitor progress • Extended strategic plan is continually revisited with emphasis on organizational learning • SLT strengthens instructional deficiencies related to providing for targeted subgroup • SLT prepares for progress & annual reports to local and state BOE • Schools progress is reviewed for focus status exit criteria 	<ul style="list-style-type: none"> • County assembles a LEA FAST to collaborate with RESA FAST and external providers to support the school on an agreed upon schedule • LEA FAST collaborates with SLT monthly • LEA targets funds to implement gap interventions from menu
Sustainability Year School Year	The LEA will sustain and institutionalize the work: LEA provides support for SLT to sustain continuous improvement activities as practiced in three-year implementation process. <ul style="list-style-type: none"> • Prepare SLT for progress & annual reports to District Leadership Team local board of education • LEA & RESA FASTs assume responsibility for supporting Focus Schools, & lead questioning for progress & annual report out / conversation 	

Focus school diagnostic visits will be conducted by the RESA staff (with assistance from the SEA) to identify appropriate interventions to address each school's gap areas. Based on feedback from the visit, each school leadership team, with assistance from the LEA and RESA, will develop action steps within their Extended Strategic Plan to address the identified gaps. The revised school plans will establish goals for decreasing gaps and outline specific interventions. The following table includes a menu of acceptable interventions that can be accessed by Focus Schools; the appropriate interventions for each school will be determined based on consultation with the FAST (See Table 2.23):

Table 2.23 Subgroup Interventions for Priority (where applicable) and Focus Schools

INTERVENTIONS	SUBGROUPS			
	Students With Disabilities	English Language Learners	Economically Disadvantaged	Other Race/Ethnicity
Support for Personalized Learning (Framework a Multi-Tiered System of Support with RTI/PBIS)	✓	✓	✓	✓
Positive School Climate	✓	✓	✓	✓
Technology	✓	✓	✓	✓
Problem-Solving Process	✓	✓	✓	✓
*Universal Design For Learning	✓	✓	✓	✓
*Differentiated Instruction	✓	✓	✓	✓
*Informative/Classroom Assessment (2013-14)	✓	✓	✓	✓
*Scaffolding	✓	✓	✓	✓
*Vocabulary	✓	✓	✓	✓
*Cognitive Strategy Instruction	✓			
Data Collection and Assessment System	✓	✓	✓	✓
Service Delivery	✓	✓	✓	✓
Individualized Education Program (IEP)	✓			
Limited English Proficient Plan (LEP)		✓		
Early Warning System	✓	✓	✓	✓
Mathematics Academy	✓		✓	
*Teaching and Learning Academy	✓	✓	✓	✓
National Dropout Prevention Center Program	✓	✓	✓	✓

Basic Core Strategies for Dropout Prevention (mentoring/tutoring, service-learning, alternative schooling, after-school opportunities)	✓	✓	✓	✓
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The WVDE, RESA, LEA staff will provide technical assistance and job-embedded professional development to Focus schools based on their identified gaps for the intervention strategies listed above. Examples of professional development provided by the WVDE and RESAs include:

Workshops that target students with disabilities.

- Support for Personalized Learning (SPL) - One day training module during which school and district teams (elementary, middle, high) understand the components of the SPL framework, examine practices, establish priorities and set goals for improvement.
- Using Differentiated Instruction to Implement the WV Next Generation Content Standards and Objectives - One day training module in which special and general education teachers make connections between differentiated curriculum, instruction and the Next Generation Standards and Objectives.
- Accessing the WV Next Generation Standards and Objectives for Students with Disabilities: Support for Specially Designed Instruction (SSDI) - Two day training module in which special education teachers and principals will understand and apply key instructional shifts required of the CCSS and understand how to use instructional materials and assessments to make content accessible to all learners and develop meaningful standards-based IEPs.

Strategies that target ELLs:

- Intensify the variety of sheltered protocols to support the presentation of academic content in order to make it comprehensible to English Learners. Specific approaches include: using caretaker language, applying non-verbal gestures and expressions, building prior knowledge, pre-teaching necessary vocabulary, emphasizing critical information, demonstrating concepts, applying graphic organizers and manipulatives and implementing frequent checks for understanding.
- Collaborate with external providers to implement a specific scientifically-based intervention model or programs designed for English Learners such as Sheltered Instruction Observation Protocol (SIOP), The Cognitive Academic Language Learning Approach (CALLA), Expediting Comprehension for English Language Learners (ExC-ELL) or Quality Teaching for English Learners (QTEL).

As a result of ESEA Flexibility, the WVDE Offices of Federal Programs and Special Programs will revise the state's Consolidated Application for ESEA/IDEA funding to facilitate appropriate prioritization of funding and staff to support school improvement efforts in Focus schools. Districts with identified Priority Schools will allocate appropriate Title I and Title II, and other resources to support the improvement activities of these schools. Districts with Focus Schools will allocate appropriate ESEA, IDEA and other resources to support appropriate Focus School interventions. As ESEA and IDEA budget planning for the 2013-14 began in December 2012, LEAs have made the necessary personnel provisions to apply flexible staffing patterns to address the needs of Focus schools.

Districts with both Priority and Focus Schools will receive technical support to allocate available resources in the most effective and efficient manner to serve the varied needs of their schools. The WVDE Office of Federal Programs will utilize ESEA 1003(a) and Title II State Activity funding, if available and appropriate, to assist districts in meeting the balance of needs through discretionary grants to districts most in need of providing supports to Title I Priority and Focus Schools (ESEA 1003(a)) as well as non-Title I schools (with Title II funds).

Through this request for flexibility, the LEA may redirect the time and resources currently dedicated to implement, maintain, and monitor the School Choice and SES programs to provide more support to help *Focus* schools implement selected interventions. The LEA Title I funds set aside for School Choice, SES, and professional development may be redirected to fund the additional support required from the RESA and other external partners to support activities outlined in Table 2.23 Subgroup Interventions for Title I *Priority* (where applicable) and *Focus* Schools. The WVDE is not setting an exact percentage for Title I Priority and Focus set-aside funding; the Office of Federal Programs will collaborate with each LEA to determine an adequate amount of set-aside to support the needs of their Title I Priority and Focus schools. Sub-group needs will be identified through a targeted diagnostic. Set-aside funding will be used to support the professional development related to programs listed in table 2.23 Subgroup Interventions. If annual progress reviews determine that additional resources are needed, the RESA and state level FAST will make recommendations to the WVBE to redirect funds to increase the level of support to address specific needs. The WVDE will consider the number of *Focus* schools within each RESA and may provide additional resources as needed to assure that RESAs can provide the necessary support.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

EXIT CRITERIA FOR *FOCUS* SCHOOLS

Focus schools will receive RESA and LEA support for up to three years. To exit *Focus* status, a school must meet both of the following criteria for the two most recent years:

1. A school is no longer among the 10% of Title I schools with the largest subgroup gaps as a result of sufficient subgroup improvement, and;
2. A school meets their subgroup proficiency AMOs for those subgroups that contribute to a school's achievement gap.

These schools will be subject to review of subgroup gaps and WVAI scores by the ESEA School Review Committee, which will include members from the Committee of Practitioners, district assessment coordinators, and accountability representatives from state agencies, to ensure these schools should be removed from the *Focus* school list.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

Table 2.24. Reward, Priority, and Focus Schools

See Page 226					

Total # of Title I schools in the State: **350**

Total # of Title I-participating high schools in the State with graduation rates less than 60%: **0**

Key	
<p>Reward School Criteria:</p> <ul style="list-style-type: none"> A. Highest-performing school B. High-progress school <p>Priority School Criteria:</p> <ul style="list-style-type: none"> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model 	<p>Focus School Criteria:</p> <ul style="list-style-type: none"> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve² student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

The WVDE’s differentiated recognition, accountability, and support system, as outlined in Table 2.12, is designed to provide incentives and support to other Title I schools that are not making progress with the goals of improving student achievement and narrowing achievement gaps by utilizing a consistent framework for school improvement with differentiation of support source and intensity. All *Transition* and *Support* schools (Title I and non-Title I) will complete an Extended Strategic Plan and their LEA will include appropriate supports for these schools in the LEA’s Consolidated ESEA/IDEA Application. These prescribed on-line planning documents follow the continuous school improvement process and provide the initial guidance/support for school improvement.

Each LEA will be held accountable for providing appropriate support for all *Transition* and *Support* Title I schools through their existing Title I, Part A program beginning with the 2013-2014 school year. The local board of education will also hold the LEA accountable for improvement of all *Transition* and *Support* schools through an annual review of progress. A local board of education can direct specific improvement processes or redirect local resources to assure that improvement efforts are given proper support by the LEA.

The LEAs will facilitate improvement processes consistent with the processes articulated for *Priority* and *Focus* schools. The LEAs may enlist the assistance of their RESAs and other external providers to fulfill this responsibility. The West Virginia Board of Education has declared school improvement a major aspect of the RESA mission and applies this directive to all schools regardless of Title I status. All materials and resources developed by the WVDE and RESA to support *Priority* and *Focus* schools will be made available to all *Transition* and *Support* schools by the WVDE.

Appropriate interventions will be identified with the assistance of the LEA and RESAs to address each school’s subgroup-specific needs. Based on feedback from relevant partners, each school leadership team, with assistance from the LEA and RESA, will develop action steps within their Extended Strategic Plan to address any subgroup-specific gaps. The revised school plans will establish goals for decreasing gaps and outline specific interventions where applicable.

The WVDE, RESA, LEA staff will provide targeted technical assistance and job-embedded professional development based on any subgroup-specific needs, with a focus on students with disabilities and English language learners. Examples of professional development provided by the WVDE and RESAs include:

Workshops that target students with disabilities

- Support for Personalized Learning (SPL) - One day training module during which school and district teams (elementary, middle, high) understand the components of the SPL framework, examine practices, establish priorities and set goals for improvement.
- Using Differentiated Instruction to Implement the WV Next Generation Content Standards and Objectives - One day training module in which special and general education teachers make connections between differentiated curriculum, instruction and the Next Generation Standards and Objectives.
- Accessing the WV Next Generation Standards and Objectives for Students with Disabilities: Support for Specially Designed Instruction (SSDI) - Two day training module in which special education teachers and principals will understand and apply key instructional shifts required of the CCSS and understand how to

use instructional materials and assessments to make content accessible to all learners and develop meaningful standards-based IEPs.

Strategies that target ELLs:

- Intensify the variety of sheltered protocols to support the presentation of academic content in order to make it comprehensible to English Learners. Specific approaches include: using caretaker language, applying non-verbal gestures and expressions, building prior knowledge, pre-teaching necessary vocabulary, emphasizing critical information, demonstrating concepts, applying graphic organizers and manipulatives and implementing frequent checks for understanding.
- Collaborate with external providers to implement a specific scientifically-based intervention model or programs designed for English Learners such as Sheltered Instruction Observation Protocol (SIOP), The Cognitive Academic Language Learning Approach (CALLA), Expediting Comprehension for English Language Learners (ExC-ELL) or Quality Teaching for English Learners (QTEL).

As a result of ESEA Flexibility, the WVDE Offices of Federal Programs and Special Programs will revise the state's Consolidated Application for ESEA/IDEA funding to facilitate appropriate prioritization of funding and staff to support school improvement efforts in all schools. As ESEA and IDEA budget planning for the 2013-14 began in December 2012, LEAs have made the necessary personnel provisions to apply flexible staffing patterns to address the needs of *Support* and, when possible, *Transition* schools to the extent that their resources can meet the varied demands of their schools.

Through this request for flexibility, the LEA may redirect the time and resources currently dedicated to implement, maintain, and monitor the School Choice and SES programs to provide more support to help Title I *Priority, Focus, and Support* schools implement selected interventions. The LEA Title I funds set aside for School Choice, SES, and professional development may be redirected to fund the additional support required from the RESA and other external partners to support Title I *Priority and Focus, and Support* schools. The WVDE will consider the number of *Priority* and *Focus, and Support* schools within each RESA and may provide additional resources as needed to ensure that RESAs can provide the necessary support.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

BUILDING SEA, LEA AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

The WVDE's differentiated recognition, accountability and support system, articulated in Table 2.12, will support all schools in their efforts to improve student achievement. The WVDE will continue to support the state's lowest-performing schools by building state, regional and local capacity to implement the West Virginia Frameworks for School Improvement (described in 2D and 2E). The WVDE and LEAs will braid federal, state, regional and local resources to accomplish this goal.

The WVDE will support LEA school improvement capacity building through LEA leadership team professional development activities. These activities will be patterned after the leadership support provided to LEAs with Title I SIG(g) schools by the WVDE and RESAs since 2010. The focus of this work has been the development and implementation of the LEA School Improvement Leadership Academy, an academy designed to build and enhance LEA capacity to lead school improvement at the building level. The WVDE will implement a LEA School Improvement Leadership Academy to build the capacity of LEA staff in districts with Non-Progression schools over a three year period. All LEA School Improvement Leadership Teams (ESEA Program Directors, IDEA Program Directors, Curriculum Leaders, Attendance Directors and others) will be invited to participate in an institute conducted by the WVDE and RESA. Each participating LEA will complete a sustained professional development process that focuses on providing LEA program leaders the knowledge and skills to support the WV School Improvement Framework. This opportunity will be initiated during the 2013-14 school year with preference going to the LEAs with Priority, Focus and Support schools. If necessary, the opportunity will be repeated for a new cohort of LEAs in 2014-15. This opportunity specifically addresses West Virginia's major need to build LEA capacity to lead school improvement at the school level. Building this capacity will have a significant impact on all schools and overall student achievement.

LEAs may also utilize external providers to assist in capacity building for school improvement. The WVDE will continue to implement an annual External Provider Approval Process. Through this process the WVDE will solicit applications from external providers which will be reviewed for qualifications, credibility, outcome evidence and scope of service. From this process, a listing of approved External Providers will be provided to the LEAs. If an LEA allocates ESEA funding for external providers, they must choose from the approved list or provide a justification including the appropriate application information from the desired external provider. Each LEA utilizing an External Partner must submit an annual review to the SEA based on the supporting partners' work in the identified schools. This process will ensure that LEAs receive high quality consultation.

In addition to the supports described above, the WVDE's ESEA consolidated monitoring protocols will be revised for 2013-14 to focus on the principles of the ESEA Flexibility Request and to highlight performance outcomes. The monitoring schedule will be adjusted to focus more on desk audits for fiscal/compliance issues with all LEAs. More ESEA monitoring time will be spent with Title I schools not making progress and the protocol for these visits will facilitate collaborative technical assistance relationships to support LEAs and schools in achieving AMOs.

The LEAs will be held accountable for improving school and student performance in all *Priority*, *Focus*, *Support* and *Transition* schools. The ESEA Consolidated Plans and monitoring process will be used to assure that the appropriate supports are provided to schools in these categories. In addition, all LEAs will be held accountable for school and student performance through the state's Educational Performance Accountability process, which is codified in state statute 18-2E-5: *Process for Improving Education: Performance Based Accreditation System*. The WVBE oversees this accountability system with regular oversight from the state legislature.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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INTRODUCTION AND BACKGROUND

At the close of the 2012 legislative session, West Virginia Governor Earl Ray Tomblin signed House Bill (HB) 4236, requiring the implementation of a statewide educator evaluation system that includes student learning as an indicator among extensive measures of educator performance. The legislation, which the governor requested during his State of the State address, was approved by overwhelming majorities in both chambers of the legislature. The bill specifies that school-wide student learning growth, as measured by summative assessment data, must be employed as an evaluative measure for teachers and principals. West Virginia's educator evaluation system sets clear expectations for all students to achieve at high levels by recognizing student growth in a variety of classrooms across diverse social and academic contexts. The new law requires that the West Virginia Board of Education (WVBE) establish policies to ensure that the comprehensive educator evaluation system is fully implemented in all 55 counties beginning in 2013-2014. The WVBE will report regularly on the progress of this effort to the Legislative Oversight Commission on Education Accountability. The West Virginia Department of Education (WVDE), in cooperation with the West Virginia Center for Professional Development, is implementing a statewide scale-up of the revised evaluation system with a select number of demonstration schools from each of the 55 counties as well as one school representing institutional education programs and one school representing career and technical education.

THE INVOLVEMENT OF TEACHERS AND PRINCIPALS IN THE DEVELOPMENT OF EVALUATION GUIDELINES

In 2007, the WVBE and the state superintendent directed the work to develop new teaching standards. The new standards, which align with the state's teaching and learning initiative, were approved as part of the WVBE Policy 5100 in April 2009 [see Appendix 3-1]. A broad group of stakeholders, including WVBE members, teachers, teacher organization leaders, institutions of higher education (IHEs) representatives, county and building administrators, and legislative liaisons were involved in the revision process. These stakeholders became known as the Teacher Evaluation Task Force.

The work of national experts including Charlotte Danielson and Linda Darling-Hammond provided the foundation for the development of these teacher standards, and Charlotte Danielson served as a consultant during the development of the associated rubrics. The West Virginia Professional Teaching Standards are performance-based, measurable, focused on improving student achievement, and have four performance levels each with their own set of rubrics (distinguished, accomplished, emerging, unsatisfactory) [see Appendix 3-2]. For each of the five standards – Curriculum and Planning, The Learner and the Learning Environment, Teaching, Professional Responsibilities for Self-Renewal, and Professional Responsibilities for School and Community – critical standard elements clearly define what educators must know and do and provide precise measures of standards in practice during the evaluation process.

Teachers and principals were directly involved in developing the revised educator evaluation standards; this work was coordinated by the WVDE's Office of Professional Preparation and Office of School Improvement through multiple meetings of the Teacher Evaluation Task Force (see below). The scope of work was sequenced across three work groups of representative stakeholders, including teachers and principals as well as the leadership of teacher and administrative organizations, who were also members of the Teacher Evaluation Task Force. The Appalachian Regional Comprehensive Center provided extensive, ongoing technical assistance to support the work of the task force and its three work groups.

Teacher Evaluation Task Force

This task force began to explore requirements for the revised system in fall 2010, when Dr. Laura Goe of the National Comprehensive Center for Teacher Quality addressed the group and presented current

research related to teacher effectiveness. Task force members considered the various purposes of evaluating teachers and how different measures could be appropriate. The work group began aligning evaluation measures with the West Virginia Professional Teaching Standards and identifying critical standard elements with technical assistance from the Educational Testing Service. The work group also established a multiyear timeline for developing and deploying a new evaluation system. For more details about the new standards, see the section titled “*Revised Educator Evaluation Systems for Continual Improvement of Instruction*.”

In October 2010, Dr. Linda Darling-Hammond, the Charles E. Ducommun Professor of Education at Stanford University, gave a presentation to the task force entitled “Developing and Assessing Teacher Effectiveness: Launching an Extreme Makeover of Teacher Evaluation.” This presentation provided the group with an intellectual framework for examining teacher performance using standards-based measures focused on professional practice, teacher decision making, and student work. The Appalachian Regional Comprehensive Center also provided technical assistance in rubric development for critical standard elements and facilitated access to national experts.

The Teacher Evaluation Task Force reconvened during spring 2011 and designed a comprehensive teacher evaluation system, which includes extensive, detailed rubrics. The task force also created measures that incorporate student learning as a significant outcome of effective teacher performance. Dr. James Stronge, Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, guided the development of the student learning rubric and the framework for student learning goals. Dr. Stronge’s research focuses on how to identify and enhance teacher effectiveness. He worked with the task force with sponsorship by the Appalachian Regional Comprehensive Center.

On July 13, 2011, the WVBE authorized a pilot of the revised teacher evaluation system by waiving an established evaluation policy for 25 schools [see Appendix 3-4]. Twenty of the 25 pilot schools were identified through the School Improvement Grant (SIG) program with the other five schools volunteering to participate—but based on WVDE-developed selection criteria. The pilot, implemented during 2011-12, will help ensure high-quality instruction that focuses on increased student achievement and that encourages continuous growth and improvement over time. The pilot brought to fruition the task force’s mission of West Virginia having a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness. The WVBE recently approved another waiver of Policy 5310 to allow an additional set of approximately 110 additional demonstration sites to expand the educator evaluation pilot [see Appendix 3-5].

Principal Evaluation Task Force

In fall 2009, parallel to the design of new teacher standards, another stakeholder group, the West Virginia Collaborative for Leadership Development and Support, developed new leader standards. These new standards serve as a policy framework for developing, supporting, and focusing West Virginia leaders on creating school conditions that prepare all students for the 21st century. Appendix 3-4 provides an executive summary of this plan for improving teacher and principal leadership in West Virginia.

The WVDE’s Office of School Improvement facilitated the Principal Evaluation Task Force, comprising principals and teachers, to design a revised evaluation system for school leaders. The resulting system, modeled after the new teacher evaluation system, evaluates principals and assistant principals using standards-based measures that include measures of student learning growth in the same manner prescribed for teachers. It includes nine standards plus a student learning standard and a standard associated with professional conduct. Both the teacher and principal evaluation systems use the same rubric to evaluate educator performance related to student growth. The Principal Evaluation Task Force initiated its work in May 2011 and merged with the Teacher Evaluation Task Force in spring 2012 to form a single, combined Educator Evaluation Task Force—following passage of HB 4236.

The new leader evaluation standards have served as starting basis for another stakeholder group representing the six IHEs in West Virginia that offer leadership preparation programs for principals. This group met in March and April 2012 to devise revised standards for leadership preparation programs. It incorporated the new leader standards with those established by the Educational Leadership Constituent Council of the National Policy Board for Educational Administration to ensure compliance with both national accreditation standards and state-based approval standards for the six leadership programs. The group will meet in fall 2012 to finalize its recommendations for the revised leadership program standards, which will be considered for approval by the WVBE in early 2013.

The 20 IHEs in West Virginia with teacher education programs have already realigned their programs to the West Virginia Professional Teaching Standards. The six institutions that prepare principals will undergo a similar re-approval process, pending the approval of the revised leadership program standards.

Table 3.1 provides an overview of activities completed to date which supported the development of West Virginia's revised teacher and leader evaluation systems.

Table 3.1. Activities Completed to Date Supporting the Development of West Virginia's Revised Teacher and Leader Evaluation Systems

Timeline	Activities	Responsible Parties
2010-11	<ul style="list-style-type: none"> <i>Alignment:</i> Methods were reviewed for alignment of the current state policy for personnel evaluation with the new standards; changes were recommended. 	<ul style="list-style-type: none"> Teacher and Leader Task Force, WVDE, technical experts
	<ul style="list-style-type: none"> <i>Teacher and leader standard roll-out:</i> The WVDE disseminated information about the revised standards using the following methods: (1) regional meetings, (2) webcasts/webinars; and/or (3) virtual meetings. 	<ul style="list-style-type: none"> Teacher and Leader Task Force, WVDE, technical experts
	<ul style="list-style-type: none"> <i>Revisions to the teacher evaluation/observation form/process:</i> The form and process were revised to align with the new teacher standards—they will continue to evolve until full implementation. 	<ul style="list-style-type: none"> Teacher and Leader Task Force, WVDE, technical experts
	<ul style="list-style-type: none"> <i>Review of research and best practices; reform of the teacher and leader performance assessment system:</i> To enhance the current teacher and principal performance assessment system, task force members heard from experts and practitioners in the field regarding examples of performance-based assessment systems; West Virginia's goal was to establish a performance-assessment system in which the evaluation component is rooted in self-reflection, student learning goal setting, and administrator review. Based on a 	<ul style="list-style-type: none"> Teacher and Leader Task Force, WVDE, technical experts

	<p>review of research and best practices, the task forces recommended revised teacher and principal performance assessment systems—rooted in the new teacher and leader standards—and indicator rubrics. These recommended performance evaluation systems were based on multiple components, such as evaluation/observation measures, a multiple-measure student growth model (as a significant factor), and other measures.</p> <ul style="list-style-type: none"> • <i>Evidence and artifacts:</i> Task force members reviewed examples of evidence or artifacts of observable teacher and leader behavior that are utilized in the revised teacher and leader evaluation system. These approved examples became the basis for how evaluators would measure observable instances of behavior outlined in the new standards. The task force will continue to review and recommend evidence and artifacts for this purpose until full implementation. 	<ul style="list-style-type: none"> • Technical experts/researchers, WVDE, task forces
2011-2012	<ul style="list-style-type: none"> • <i>Progressive scale-up:</i> The revised educator evaluation system was piloted in 20 SIG schools and in five additional schools with a majority of faculty support to implement the revised teacher and principal performance-assessment system in twelve of fifty-five districts statewide. • <i>WVEIS Online Educator Evaluation System:</i> This was developed as the primary mechanism for teachers and principals to input important and reliable data about their self-assessments, student learning goals, observation data, and evidence to inform their performances and the overall evaluation process. This online system allows for timely and constructive feedback and identifies areas for improving instruction or for targeting professional development. • <i>Technical Assistance:</i> All pilot schools received technical assistance and professional development from consultants and technical experts, who shared their experiences and learnings with the teacher/leader evaluation task forces three times during the implementation period. • <i>Evaluation study:</i> This formal research study was 	<ul style="list-style-type: none"> • Participants in 20 SIG schools and five non-SIG volunteer schools, task forces, WVDE, and technical experts • WVDE offices of Information Systems, Assessment, Professional Preparation, Research, technical experts • Technical experts, WVDE Office of Professional Preparation, Research, task forces • Office of Research, West

	<p>conducted to track results of survey feedback from all pilot participants and implementation results from the online platform.</p> <ul style="list-style-type: none"> • <i>Communication:</i> To make the design and implementation of the revised evaluation systems more transparent, West Virginia instituted a comprehensive communication plan that relies on one or more of the following methods: (1) regular presentations and updates given to the WVBE, (2) regular weekly updates sent to all district superintendents and principals, and (3) presentations regarding the evaluation pilot given at various state-level and regional conferences. 	<p>Virginia Department of Education, Technical experts</p> <ul style="list-style-type: none"> • Teacher and Leader Task Force; WVDE; representatives from pilot schools, districts, and Regional Education Service Agencies
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*These completed activities also included the reviews and recommendations described in Principle One around the multiple-measure student growth model.

REVISED EDUCATOR EVALUATION SYSTEMS FOR CONTINUAL IMPROVEMENT OF INSTRUCTION

As noted above, House Bill (HB) 4236 mandated a progressive scale-up implementation of the revised educator evaluation system. The legislation ensures that West Virginia will have a comprehensive and equitable evaluation system that clearly articulates, measures, rewards, and develops educator effectiveness to increase student learning.

The West Virginia Professional Teaching Standards, developed in response to this legislation, are performance based and measurable, focus on improving student achievement, and feature four performance levels—each with its own set of rubrics (distinguished, accomplished, emerging, unsatisfactory) [see Appendix 3-2]. Five standards are evaluated: Curriculum and Planning, The Learner and the Learning Environment, Teaching, Professional Responsibilities for Self-Renewal, and Professional Responsibilities for School and Community. For each, critical standard elements clearly define what educators must know and do and provide precise measurements.

A particular emphasis of this effort ensures that specialists and other educators who work with students with disabilities or English language learners (ELLs) are evaluated based on performance—including improved teaching and learning and responsiveness to all learners across multiple learning contexts. For example, when designing student learning goals, teachers must enumerate within the context description, the types of students, including those with disabilities and ELLs that the goals will target. Teachers have similarly been encouraged to be inclusive of low-achieving students. The goals must address the improvement expectations for all students and in addition may address the need for additional improvement in subgroups.

The approximately 1,000 teachers who attended the summer 2012 Teacher Leadership Institute (TLI) received specialized professional development on developing student learning goals that align to the WV Next Generation CSOs. Under the direction of the WVDE's Office of Instruction and Office of Professional Preparation, the TLI trainers participated in an intensive half-day professional development session on student learning goal design. This was completed in preparation for integrating student learning goals as an essential component of the educator evaluation system. A cohort of institute staff volunteered to coordinate the development of a series of grade- and content-specific rubrics to articulate baseline data

for student learning goals and to better evaluate teacher and student progress in achieving academic goals. The institute focused on implementing the revised standards to guide instruction in grades one, four, five, and nine; future Teacher Leadership Institute sessions will address the remaining grade levels. Kindergarten was the emphasis of the preceding year's institute.

At the institute, teachers from all grade levels developed a deeper understanding of how to evaluate teacher and student performance through student learning goals as a means to improve instruction. Institute participants were guided through lesson and unit design that incorporated appropriate learning targets directly associated with student learning goals based on evaluation system criteria, which included the required two data points and were rigorous and comparable across classrooms. A particular emphasis was placed on providing adequate time to ensure that all learners, including those with disabilities and ELLs, have sufficient opportunities to learn the curricula in meaningful ways to ensure growth in learning and, ultimately, readiness for college and career, across the developmental continuum. A major focus of the professional development was the learning context and how to identify learners' needs and dispositions within the learning environment. Teachers were encouraged to establish learning goals that (1) addressed the needs of all students, especially low-achieving students, and that (2) met evaluation system requirements to bolster continuous improvement of instruction and increase teacher and student performance.

Various criteria were used to select teacher leaders for participation in the 2012 Teacher Leadership Institute. One key criterion was the potential ability of each to provide district- and school-based professional development on teaching and learning through the WV Next Generation CSOs—integrating the design of student learning goals associated with the revised educator evaluation system as an integral part of instructional planning, delivery and assessment. Participants committed to sharing lessons learned from the institute with other teachers in their schools and districts to build system capacity to use educator evaluation components—in particular, student learning goals, which can improve instruction and learning outcomes for all students.

In summer 2012, the WVDE's Division of Educator Quality and System Support, in cooperation with the eight Regional Education Service Agencies, offered additional professional development to the school leadership teams of the 111 demonstration schools serving as demonstration sites for the revised educator evaluation systems for teachers and school leaders. The participants had multiple opportunities to explore the development and use of student learning goals to improve instruction. In eight venues across the state, hundreds of additional teachers participated in comprehensive guided practice to develop actual student learning goals, based on established evaluation criteria, to ensure fidelity in implementing this essential evaluation component. As a result, the school leadership teams joined in reflective conversations about how teaching and learning at their schools might best be improved through well-designed student learning goals.

The leadership teams then developed specific plans for providing school-based professional development to further develop capacity to use evaluation components, including student learning goals, as a means to enhance effective teaching practice at the local level based on the uniform state model. The eight Regional Education Service Agency professional development directors will continue to support and monitor the effective implementation of the revised evaluation system at the school and district levels, with additional technical assistance to be provided by the Division of Educator Quality and System Support.

MEANINGFULLY DIFFERENTIATE PERFORMANCE, USING AT LEAST THREE PERFORMANCE LEVELS AND MULTIPLE VALID MEASURES TO DETERMINE PERFORMANCE LEVELS, INCLUDING DATA ON STUDENT GROWTH FOR ALL STUDENTS

Rubrics guide teachers and evaluators in recognizing teacher performance at one of four distinct levels:

- Distinguished;
- Accomplished;
- Emerging; or
- Unsatisfactory.

All teachers are required to complete a self-reflection and set two (2) student learning goals. The goals must include two data points, be rigorous, and be comparable across classrooms.

Teachers receive an overall summative rating derived from the total of three distinct sources:

- Evidence based on the West Virginia Professional Teaching Standards, which will account for 80% of the overall rating;
- Two school-wide growth scores as reflected in standardized assessment data - not adequate yearly progress (AYP) - for reading and mathematics, which will account for 5% of the overall rating; and
- The results of one of the following, either of which will account for 15% of the overall rating:
 - For educators who teach in tested grades and subjects (for which two consecutive years of summative assessment data is available) a student growth percentile based on summative assessment results. The guidelines for calculating the student growth percentile at the classroom level will be developed during the 2013-14 school year through meaningful consultation with the Educator Evaluation Task Force and through a pilot program. The results of the pilot will be scaled statewide in 2014-15.
 - For all other educators, progress toward meeting their two (2) student learning goals as measured using both formal and teacher-created assessments.

For additional information on the methodology behind the West Virginia Growth Model, please refer to West Virginia's narrative for Principle 1, under the heading "*Evaluation of Current Assessments and Transition Plan for Implementing the WV Next Generation CSOs*" subheading "*Development of the West Virginia Growth Model*." More information is also available via the West Virginia Growth Model Website at: <http://wvde.state.wv.us/growth/> or Dr. Damian Betebenner's 2008 and 2009 technical papers which provide specific details of the conditional growth percentile methodology which is used in West Virginia.

EVALUATE TEACHERS AND PRINCIPALS ON A REGULAR BASIS

House Bill 4236 stipulates that all teachers, counselors, principals and assistant principals must be formally evaluated at least annually. Educators with less than six years' experience also receive interim evaluative feedback related to classroom performance at designated intervals, depending on the assigned progression related to length of experience. Unsatisfactory performance at the standard level requires immediate evaluation and remediation through a corrective action plan.

The pilot includes three progressions through which teachers may demonstrate high levels of performance.

In the initial and intermediate progressions, teachers are observed in the classroom as part of the evaluation process. Teachers on the initial progression are in the first three years of their careers and are observed four times throughout the year; teachers in the fourth and fifth years comprise the intermediate progression and are observed twice. Teachers on the advanced progression—those with six or more years of experience—conduct a self-reflection. All teachers are evaluated within the revised system and set goals to demonstrate evidence of growth in student learning. All teachers are also assigned two school-wide student growth scores based upon summative assessment data as part of the evaluation process. The revised teacher evaluation system highlights accomplished teaching across the professional continuum through the progressions. At each step, the system's goal is to improve teaching and learning continuously.

Teachers are evaluated based on performance related to the West Virginia Professional Teaching Standards. The standards guide reflection on improved educator effectiveness through alignment with professional development at the county and school level as well as in teacher preparation programs at colleges and universities across West Virginia.

PROVIDE CLEAR, TIMELY, AND USEFUL FEEDBACK TO IDENTIFY NEEDS, GUIDE PROFESSIONAL DEVELOPMENT, AND INFORM PERSONNEL DECISIONS

The WVDE's Office of Information Systems, in cooperation with other offices within the Division of Educator Quality and System Support has developed a sophisticated yet user-friendly data system for the West Virginia Educator Evaluation Systems for Teachers and School Leaders through its web-based West Virginia Education Information System (WVEIS). This data system allows evaluators and educators to exchange confidential information immediately about educator performance. Observations and other evidence collections are entered directly into the system in real time, and users can access, aggregate, and interpret the data and receive feedback instantaneously.

The system likewise accumulates data to inform personnel decisions that support continuous improvement. While offering educators nuanced data related to actual performance, the data system also provides teachers, principals, and other district-level administrators with aggregated data reports to identify school-based and district-level instructional needs. These data guide selection of appropriate professional development. The aggregated data reports also highlight specific areas that require professional development as indicated, in particular, by data related to the emerging performance level. The emerging performance level provides insights into potential areas of improvement for teachers or principals; teams or departments; and schools, divisions, or districts. These data sets are informative on multiple levels and help determine which form and topic of professional development will best improve teaching and learning through effective practice.

The combined Educator Evaluation Task Force recommended two plans to support a meaningful process for data-driven decision making regarding personnel actions. In July 2011, the WVBE approved two plans for continuous improvement as part of a waiver for the demonstration sites. The board's minutes for this meeting can be found at <http://wvde.state.wv.us/boe-minutes/2012/wvbeminutes7-11-12.doc> (see item XXVI).

The first of the two plans is the Focused Support Plan, defined as a “proactive, preventative measure.” The plan is initiated when an area of concern that may lead to unsatisfactory performance has been identified. The Focused Support Plan may begin at any time, with a nine-week timeline for implementation. At the conclusion of nine weeks, if the standard has been met, the Focused Support Plan is discontinued. If adequate progress has been made, a second Focused Support Plan is developed and implemented; however, in the event of inadequate progress, a second type of plan a Corrective Action Plan is put in

place. The Corrective Action Plan is implemented for 18 weeks, during which time unsatisfactory performance at the standard level must be remediated and the standard must be fully met. At the conclusion of the 18-week plan, if the evidence does not demonstrate adequate progress in the educator's performance, "termination for unsatisfactory performance shall ensue." The required components of both plans provide necessary information regarding performance and the adequacy of supports and resources to inform personnel decisions.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

ENSURING THAT EACH LEA DEVELOPS, ADOPTS, PILOTS, AND IMPLEMENTS—WITH THE INVOLVEMENT OF TEACHERS AND PRINCIPALS, INCLUDING MECHANISMS TO REVIEW, REVISE, AND IMPROVE—HIGH-QUALITY TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS CONSISTENT WITH THE WVDE’S ADOPTED GUIDELINES

Per HB 4236, the revised educator evaluation system, must be expanded into a “multi-step statewide implementation” model. The legislation mandates, “Beginning with the schools included in the evaluation processes for professional personnel piloted by the Department of Education during the 2011-2012 school year, additional schools or school systems shall be subject to the provisions of this article in accordance with a plan established by the state board to achieve full statewide implementation by no later than the school year 2013-2014.”

For 2012-13, two schools in each county school system will participate in the revised system. This approach encompasses approximately 110 schools (a few counties may have only one participant) and accomplishes the following objectives for 2012-13:

- Build capacity at the local level by involving county school systems and Regional Education Service Agencies in training and supporting the 110 schools—this also reduces later fiscal implications for statewide implementation by building local and regional expertise to support future professional development.
- Allow researchers additional time to get more results from the pilot and finalize research recommendations prior to statewide implementation,
- Reduces the fiscal implications for statewide implementation in 2013-14 by building county/RESA expertise to enable training that is supported primarily at the local level,
- Ensure that a strong catalog of web-based resources will be available prior to statewide implementation.

HB 4236 also includes a provision requiring a comprehensive system for teacher induction and professional growth:

- (a) The intent of the Legislature is to allow for a multistep statewide implementation of a comprehensive system of support for building professional practice of beginning teachers, specifically those on the initial and intermediate progressions, consistent with sound educational practices and resources available. In this regard, it is the intent of the Legislature that the transition of schools and school systems to a comprehensive system of support that includes support for improved professional performance targeted on deficiencies identified through the evaluation process will be implemented concurrent with the first year that a school or system receives final evaluation results from the performance evaluation process pursuant to section two of this article. Further, because of significant variability among the counties, not only in the size of their teaching force, distribution of facilities and available resources, but also because of their varying needs, the Legislature intends for the implementation of this section to be accomplished in a manner that provides adequate flexibility to the counties to design and implement a comprehensive system of support for improving professional performance that best achieves the goals of this section within the county. Finally, because of the critical importance of ensuring that all

teachers perform at the accomplished level or higher in the delivery of instruction that at least meets the West Virginia professional teaching standards and because achieving this objective at a minimum entails providing assistance to address the needs as indicated by the data informed results of annual performance evaluations, including the self-assessed needs of the teachers themselves, the Legislature expects the highest priority for county, regional and state professional development will be on meeting these needs and that the transition to a comprehensive system of support for improving professional practice will reflect substantial redirection of existing professional development resources toward this highest priority.

West Virginia has a statewide educator performance evaluation system that is detailed in state law and state board policy. The state board has the authority to promulgate rules regarding educator evaluation that assure uniformity of implementation across all districts. Districts do not have authority to adopt a different system. Policy 5310 establishes a detailed rule for teacher evaluation in West Virginia (Appendix 3-3). This policy, when revised to approve the new system, will assure that districts *across the state* maintain a cohesive and consistent framework and provide the following:

- indicators of improved performance
- indicators of satisfactory performance
- documentation for dismissal
- basis for programs of professional growth
- standards for satisfactory performance and the criteria for levels of performance, including technology standards
- provisions for a written improvement plan
- notification to persons with unsatisfactory performance—to include a remediation plan and timeline
- guidelines for recommending dismissal should the performance continue to be unsatisfactory

HB 4236 requires the state's performance evaluation system, outlined in WVBE 5310 [see Appendix 3-3], to be revised to align to the new educator evaluation system by July 1, 2013. This will be the driving force in the design and statewide implementation of an effective, streamlined, and rigorous system for improving teacher effectiveness. HB 4236 likewise contains provisions outlining requirements for a comprehensive system of support to ensure that all districts implement the revised evaluation system with fidelity with the intended goals of equity and continuous improvement in performance by teachers, principals, and, most importantly, students.

WV'S PROCESS FOR REVIEWING AND APPROVING LEA TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

As part of the West Virginia Board of Education's (WVBE) commitment to comprehensively reforming its entire teacher and leader evaluation system, the WVBE will review and approve LEA systems through the following steps to ensure fidelity in implementation:

- Spring 2013 – the Board will begin the revision of the Policy 5310 which sets out the requirements and processes for evaluation of the employment performance of professional personnel that is applied uniformly statewide. Section §3.2 (Policy 5310) specifically requires all local boards of education to develop written administrative procedures related to the requirements of this policy. The LEA will be required to submit its procedures to be approved by the WVBE. §126-142-5 (Policy 5310) also required that all evaluators be trained in management and evaluation skills. §126-136-10.2 (Policy 5202) requires that in

order to be licensed as a school principal in WV, one must complete this ELI training before being eligible for licensure.

- Fall 2014 – Development of an annual report to WVBE on effectiveness ratings from the evaluation system for all educators, including administrators. The report will include both statewide and disaggregated data by LEA.

As stipulated by this legislation, the WVBE has promulgated guidelines for a Comprehensive System of Support for Improving Professional Practice. Based on these guidelines, the 55 districts will design a specialized system of support to meet the specific professional development needs of teachers within individual districts. The legislation explicitly requires the following:

“Focused improvement in teaching and learning through the use of evaluation data to inform the delivery of professional development and additional supports to improve teaching based on the evaluation results” (§18A-3C-3(a)).

For county boards to receive state funding for beginning teacher internships and mentor teachers, counties must submit plans for a comprehensive system of support using the required template by March 15, 2013—to be approved for implementation effective July 1, 2013. The legislation sets aside the previous formula, which appropriated funds based on the number of novice teachers, in favor of a new approach, which gives districts flexibility in identifying professional development needs based on educator evaluation data, among other factors.

Counties may refer to Cabell County’s Teacher Induction Program (TIP), which was approved as part of the district’s innovation zone in January 2010, as a model of state-supported flexibility in induction and mentoring as part of a comprehensive system of support. This unique district-directed program provides comprehensive services to teachers through collaborative efforts, including a cohort of mentor teachers advised by instructional coaches and faculty from the education department at Marshall University (<http://boe.cabe.k12.wv.us/schoolimprovement/TeacherInductionProgram.htm>).

Among the essential requirements for a comprehensive plan of support to be considered for approval is the necessity that the proposed plan must identify areas of professional development for teachers and principals based on data from individual professional evaluations, the needs identified by teachers and principals in a self-reflection evaluation component, and student learning data from the multiple measures used in educator evaluations. The plan must describe the manner in which the county will monitor and evaluate the effectiveness of implementation and outcomes; as such, the plans inherently predispose districts to implement the revised evaluation system with fidelity—encouraged by the motivation to achieve outcomes as measured through the remediation and continuous improvement of instruction and growth in student learning outcomes. The plans must clearly connect how educator evaluation data supports the identification and acquisition of professional development that subsequently leads to better results for teachers and students.

The county-designed plan will be an accountability mechanism that directly links the requirement for a comprehensive system of support with the revised educator evaluation system. This will incentivize districts and schools to implement all evaluation components with fidelity to collect the necessary data that inform decisions to improve instruction through professional development at the local level. The legislation intends that that educator evaluation will transform instruction by identifying appropriate areas for improvement, recognizing best practices and strategies, and directing resources and supports to improve teaching and learning throughout West Virginia’s public education system.

This expansion of the revised evaluation system and design and implementation of a comprehensive system of support to improve professional practice will incorporate actions as detailed in Table 3.2.

WV's Process for reviewing and approving LEA support systems includes the following:

- October 2012 - The Division of Educator Quality and System Support convened a District Stakeholder Workgroup to create a template for districts to submit their WVSSIP Plans and share their current work around supporting teachers.
- January 2013- The Office of School Improvement finalized the template and placed examples of county practices and plans on their website
<http://wvde.state.wv.us/schoolimprovement/WVSSIP.html>
- March 15, 2013 - Plans to be developed by each district using the template below and submitted as an attachment to lnbragg@access.k12.wv.us
- July 1, 2013 - Plans that do not meet the required components must be revised and resubmitted for approval.

PROCESSES AND RESOURCES REQUIRED TO MEET TIMELINES FOR DEVELOPING, PILOTING, IMPLEMENTING TEACHER/PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- Summer 2012- WVDE provided 8 RESA-based trainings in order to build capacity at the local level by involving county school systems and RESAs in training and supporting the Demonstration schools. This also reduces later fiscal implications for statewide implementation by building local and regional expertise to support future professional development.
- Summer 2012 – WVDE is ensuring that a strong catalog of web-based resources is available prior to statewide implementation. The website includes all training modules, presentations, and activities. <http://wvde.state.wv.us/evalwv>
<http://wvde.state.wv.us/evalwv/leadershipresources.php>
- Fall 2012 - SEA evaluation liaisons have been assigned to all 136 Demonstration schools to monitor the implementation of evaluation process in Demonstration schools. The liaisons also provide support and technical assistance.
- Fall 2012- Spring 2013 - Ongoing stakeholder involvement of the Educator Evaluation Task Force provides input for improving the system and ensuring support for implementation (December 4 and 5, 2012, January 15, 2013, June 2013)
- Technical assistance for supporting districts in preparing for 2013-14 implementation using webinar and involving districts with exemplary plans to co-present during the webinars:
 - February 7, 2013 – Accessing the Evaluation WOW Technology Module- Office of Professional Preparation. RESA 6 Co-presenting
 - February 28, 2013- Implementing the Professional Teacher/Leader Standards – Office of Professional Preparation. Monongalia and Kanawha counties Co-presenting
 - March 14 – Establishing rigorous and meaningful Student Learning Goals (SLGs) – Office of School Improvement. Ohio County Co-presenting.
 - March 28th – Understanding the Summative Evaluation - Office of Assessment, Standard Setting.
- Training for all administrators/evaluators statewide by the Center for Professional

Development in the implementation of the revised system through the required Evaluation Leadership Institute (ELI).

Table 3.2. Action Steps to Build Capacity to Ensure LEAs Implement Teacher and Principal Evaluation and Support Systems

Milestones & Timeline	Parties Responsible	Evidence	Resources	Challenges
<u>August 2012 – June 2013</u> Pilot revised educator evaluation system with approximately 110 schools	WVDE offices of <ul style="list-style-type: none"> Professional Preparation School Improvement 	Pilot data collected from observations, using the WV Professional Teaching and Leader Standards Student and staff survey data Student learning goal data Process data collected by field teams and research evaluators	8 Regional Education Service Agency (RESA) specialists in the field Central office staff in all 55 districts Teacher and leader guidebooks	Compressed timeline of pilot
<u>July and August 2012/Ongoing</u> Integrate student learning goal evaluation component into the Teacher Leadership Institute Instructional Design	WVDE offices of <ul style="list-style-type: none"> Instruction Professional Preparation 	Consistent high-quality student learning goals developed at the school level, correlated with improved teacher performance and student outcomes	West Virginia Education Information System (WVEIS) student learning goal component teacher leaders established rubrics student learning goal research and calibration	Effective monitoring of goal setting at the school and classroom level

<u>August 2012</u> Open the WVEIS <i>Online Educator Evaluation System</i> to collect data from observations and documentation	WVDE offices of <ul style="list-style-type: none"> Information Systems Professional Preparation School Improvement 	Working electronic platform Observation and documentation data collected in the platform	WVEIS data system as a basis for the <i>WVEIS Online Educator Evaluation System</i> electronic platform	Broadband and other technology capability limitations at the local level
<u>August 2012 – June 2013</u> Expand and strengthen guidance, exemplars, and the supporting assessments for student learning objectives	WVDE offices of <ul style="list-style-type: none"> Professional Preparation School Improvement Instruction and Assessment 	Completed <ul style="list-style-type: none"> revised guidance for student learning goals print materials (guidance, exemplars, table of specifications for assessments, etc.) 	Appalachian Regional Comprehensive Center (ARCC) U.S. Department of Education (US ED) technical assistance providers Central office staff in 55 districts and RESA specialists	Aggressive timeline for developing resources Identification of additional subject area expertise for consultation on assessments Development of school-level valid, reliable assessments
<u>February – May 2013</u> Administration of student, staff, parent surveys on leader practice and school climate	WVDE Offices of School Improvement and Healthy Schools	Completed student/staff/parent surveys Survey data analysis at the school and district level	Office of Research	
<u>January 2012 – May 2013</u> Development of Policy 5310 revisions for implementation and effectiveness determinations 2013-2014	WVDE offices of <ul style="list-style-type: none"> Professional Preparation School Improvement 	Completed policy revisions WVBE's adoption of Revision Policy 5310	Collaborative work team across WVDE divisions WVDE legal department Experienced legal technical assistance provider—for	

			district human resources perspective	
<u>March 2013</u> Submit plans for comprehensive system of support	WVDE offices of <ul style="list-style-type: none"> Professional Preparation School Improvement Federal Programs 	Consistent high-quality county plans align with WVBE guidelines	Data reports (educator evaluations, personnel data) WVDE planning template Coaching for Learning Network	
<u>May 2013</u> Perform initial data analysis and determine teacher and leader effectiveness measures based on multiple measures from the revised educator evaluation system	WVDE offices of <ul style="list-style-type: none"> Professional Preparation School Improvement Federal Programs 	Initial completion of <i>WVEIS Online Teacher Evaluation</i> for each teacher involved in the pilot Initial completion of <i>WVEIS Online Leader Evaluation</i> for each principal involved in the pilot		
<u>August 2013</u> Perform final data analysis and determine teacher and leader effectiveness measures based on summative assessment data	WVDE offices of <ul style="list-style-type: none"> Assessment Information Systems 	Completed <i>WVEIS Online Teacher Evaluation</i> for each teacher involved in the pilot Completed <i>WVEIS Online Leader Evaluation</i> for each principal involved in the pilot		Ensuring seamless data collection, analysis, and upload
<u>May 1 – June 2013</u> Analyze teacher	WVDE offices of <ul style="list-style-type: none"> Research Professional 	Completed data and process analyses	ARCC Focus group participants	

and leader pilot data from each component	Preparation <ul style="list-style-type: none"> School Improvement 	Completed teacher and leader evaluation pilot report Completed internal validation study of and pilots		
<u>May – June 2013</u> Revise and strengthen training materials and print resources Develop trainer and evaluator certification protocols and modules	WVDE offices of <ul style="list-style-type: none"> Professional Preparation School Improvement WV Center for Professional Development	Completed <ul style="list-style-type: none"> revised training plan print materials (handbook, research resource, etc.) trainer and evaluator certification 	WV Center for Professional Development ARCC	
<u>July 2013</u> Train trainers for revised teacher and leader evaluation system and full WVDE electronic platform full implementation	WV Center for Professional Development	WV Center for Professional Development district <u>certified</u> trainers	WV Center for Professional Development ARCC Central office staff in 55 districts 8 RESA evaluation specialists	
<u>August 2013</u> Conduct teacher orientation for using revised	County central office evaluation contact RESA evaluation	Electronic signatures indicating completion of orientation in	Central office staff in 55 districts 8 RESA	

materials and procedures Conduct principal orientation for using revised materials and procedures	specialists	WVDE electronic platform	evaluation specialists	
<u>School Year 2013 – 2014</u> Fully implement the revised teacher and leader evaluation system	WVDE offices of <ul style="list-style-type: none"> Professional Preparation School Improvement Federal Programs 	Teacher effectiveness measures for each teacher involved in <u>all</u> districts Leader effectiveness measures for each principal involved in <u>all</u> districts	State data system as a basis for the WVEIS electronic platform Central office staff in all 55 districts RESA evaluation specialists	
<u>September – October 2013</u> Complete teacher self-assessment Complete student learning goals with principals	School principals and teachers County central office evaluation contact RESA evaluation specialists	Electronic completion of self-assessments and goal setting in <i>WVEIS Online Educator Evaluation System</i> Leader goals evident in electronic platform	Central office staff in 55 districts 8 RESA evaluation specialists	
<u>September 2013 – April 2014</u> Conduct observations and collect documents	School principals and teachers County central office evaluation contact RESA evaluation specialists	Data collected from observations using professional teaching and leader in <i>WVEIS Online Educator Evaluation System</i>	Central office staff in 55 districts 8 RESA specialists Teacher and leader guidebooks and support materials Orientation video and student learning goal videos	

			State data system as a basis for the WVEIS electronic platform	
<u>February – May 2014</u> Administrate student, staff, parent surveys on leader practice and school climate	WVDE offices of <ul style="list-style-type: none"> • School Improvement • Healthy Schools 	Completed student/staff/parent surveys Survey data analysis at the school and district levels	WVDE Office of Research	
<u>April – May 2014</u> Complete student learning goal post-assessments	WVDE offices of <ul style="list-style-type: none"> • Professional Preparation • School Improvement District principals and teachers	Student performance data uploaded to online system Analysis of growth-to-target for each teacher in electronic platform	State data system as a basis for the WVEIS electronic platform	
<u>September 2014 (or date specified in policy)</u> Complete summative evaluations	<u>All</u> school principals and teachers <u>All</u> district staff	Data collected from observations using WV Professional Teaching and Leader Standards Completion and electronic signatures on summative annual evaluations for all teachers and leaders	State data system as a basis for the WVEIS electronic platform	
<u>Summer 2014</u> Complete validation and reliability studies for the revised system	WVDE offices of <ul style="list-style-type: none"> • Research • Professional Preparation • School Improvement 	Final report on validity and reliability of the revised teacher and leader evaluation systems	Technical advisory committee	

	<ul style="list-style-type: none"> Federal Programs 			
<u>Ongoing</u> Expand and strengthen guidance, exemplars, and the supporting assessments for student learning objectives	WVDE offices of <ul style="list-style-type: none"> Assessment Professional Preparation School Improvement 	Continuously updated <ul style="list-style-type: none"> student learning goal development plan print materials (guidance, exemplars, table of specifications for assessments, etc.) database of shared, reviewed assessments 	US ED technical assistance providers Student learning goal guidance materials	Development of district- and school-level valid, reliable assessments

STATE PROCESS FOR ENSURING THE PERFORMANCE MEASURES USED IN EACH EVALUATION SYSTEM, INCLUDING MEASURES OF GROWTH, ARE VALID AND IMPLEMENTED IN CONSISTENT, HIGH QUALITY MANNER ACROSS SCHOOLS:

The Office of Research and the Office of Assessment and Accountability are collaborating with the Division of Educator Quality and System Support in conducting a review of performance measures, including the extent to which measures of growth are valid and implemented consistently. The analysis is preliminary and limited in its generalizability at this time due to the small number of schools that participated in the preliminary pilot. Ongoing analysis, as well as the involvement of objective third party technical reviewers, will be required.

- Summer 2012- The Office of Research met with pairs of content experts from the Office of Professional Preparation and conducted a two-day workshop to train these individuals to reliably rate the quality and adherence to the three requirements for compliant student learning goals submitted by pilot participants. An analysis of a sample of 100 student learning goals submitted by participants was then completed (~14% of the population).
- Fall 2012/Winter 2013- The WVDE used Participant Survey Research to improve the system including the results from mid-year surveys, focus groups, and post-professional development surveys with pilot participants provided various recommendations for improving the technical quality of the system. The Evaluation Task Force reviewed the recommendations and implemented changes. A summary report of the quality and adherence to the three criteria necessary for compliant Student Learning Goals was submitted (according to raters, 60% utilized at least two data points an 89% each met expectations for rigor and comparability across

classrooms). On January 15, 2013 – The Office of Research provided an update on the preliminary correlations observed among the performance standards and the student learning standard. Results informed discussions of the theoretical underpinnings of the evaluation system

- Spring – Fall 2013 - Standard Setting for technical validity will be conducted. February 7, 2013 a Provisional Standard Setting will be led by WVDE to begin discussion of how to articulate performance cuts using the pilot model. March 2013 WVDE will provide Webinar training for the 136 Demonstration schools to ensure appropriate understanding and application for current school year.