



Accountability System Alignment – ESSA & WV Preliminary Redesign

	ESSA Accountability Minimum Requirements	WV Accountability Preliminary Redesign
1	Academic achievement as measured by proficiency on the annual assessment in Reading/Language Arts and Math at grades 3-8 and once grades 9-12	<ul style="list-style-type: none"> • English/Language Arts Proficiency from grade 3-8 & 11 (reported as Lexile scale score equivalent ranges) • Math Proficiency from grade 3-8 & 11 (reported as Quantile scale score equivalent ranges)
2	Elementary and Middle Schools-another valid and reliable statewide academic indicator	<ul style="list-style-type: none"> • College & Career Ready Progress measures for Elementary Schools <ul style="list-style-type: none"> ✓ District benchmark assessment growth results for all grades beginning in First Grade (requiring aligned Lexile/Quantile scores) • College & Career Ready Progress measures for Middle Schools <ul style="list-style-type: none"> ✓ District benchmark assessment growth results for all grades (requiring aligned Lexile/Quantile scores) • College & Career Ready Progress measures for High Schools <ul style="list-style-type: none"> ➢ 6 earned credit in each of the 9th & 10th grades (including at least one credit per year in English, Math, Science & Social Studies) ➢ 12th grade cohort outcomes for: <ul style="list-style-type: none"> ✓ State approved CTE program completer ✓ Dual credit or college credit (A,B,C) ✓ AP or IB or Advanced Career Courses (A,B,C and 3 or higher on AP exam)
3	High Schools-Graduation Rates	<ul style="list-style-type: none"> • Graduation Rate - 4 Year Cohort (High School only)
4	English Language Learners Percent Proficient	<ul style="list-style-type: none"> • English Learner Progress on State English Language Proficiency Assessment
5	At minimum of one school quality or student success indicator which may include: <ul style="list-style-type: none"> • Student engagement • Educator engagement • Student access to and completion of advanced coursework • Postsecondary readiness • School climate and safety 	<ul style="list-style-type: none"> • Student Success measures for Elementary, Middle & High Schools <ul style="list-style-type: none"> ➢ Attendance = percentage of students with $\geq 90\%$ attendance ➢ Behavior = percentage of student with no out-of-school suspensions

Sample School & District Performance Reporting

- Each school's performance level will be displayed for each indicator in a balanced scorecard dashboard using the color that corresponds to the performance levels indicated in the table below.
- Each district's performance will be displayed on the dashboard as the percentage of the district's schools that scored in each performance level.
- Stakeholders will be able to review school performance more comprehensively rather than be focused on a summative rating that does not provide a full picture of school performance.
- The balanced scorecard approach allows improvement efforts and resources to be more strategically targeted to each individual school's specific needs and facilitates the formation of statistical neighbors to support continuous improvement around each specific indicator in the accountability system.

Sample Balanced Scorecard Dashboard

Schools/ District	First Academic Indicator		Second Academic Indicator				Graduation	English Language Proficiency				Student Success Indicators																
	ELA Proficiency	Math Proficiency	Elem/Mid Schools - Lexile Progress ----- High Schools - 9 th & 10 th grade credit earning	Elem/Mid Schools - Quantile Progress ----- High Schools - 12 th grade outcomes						Attendance	Behavior																	
Kennedy Elementary							N/A		N/A																			
Johnson Elementary							N/A		N/A																			
Ford Elementary							N/A																					
Carter Middle							N/A																					
Reagan Middle							N/A		N/A																			
Clinton High																												
Presidential School District	33%	0%	50%	17%	0%	17%	33%	50%	17%	33%	67%	0%	0%	100%	0%	0%	33%	67%	0%	0%	33%	33%	33%	0%	17%	33%	33%	17%
Distinguished		Accomplished				Emerging				Unsatisfactory																		