



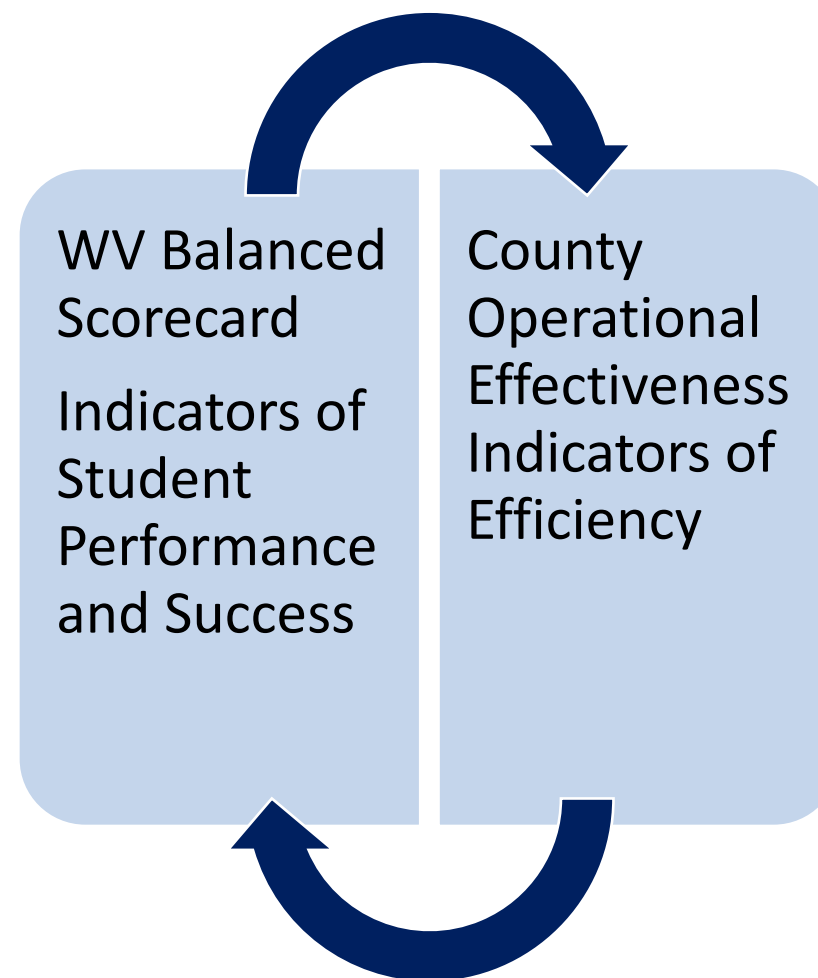
West Virginia DEPARTMENT OF
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Accountability Report and District and School Improvement Update

October 2023

West Virginia Accountability System

- County Operational Effectiveness Indicators of Efficiency
- WV Balanced Scorecard Indicators of Student Performance and Success



County Operational Effectiveness

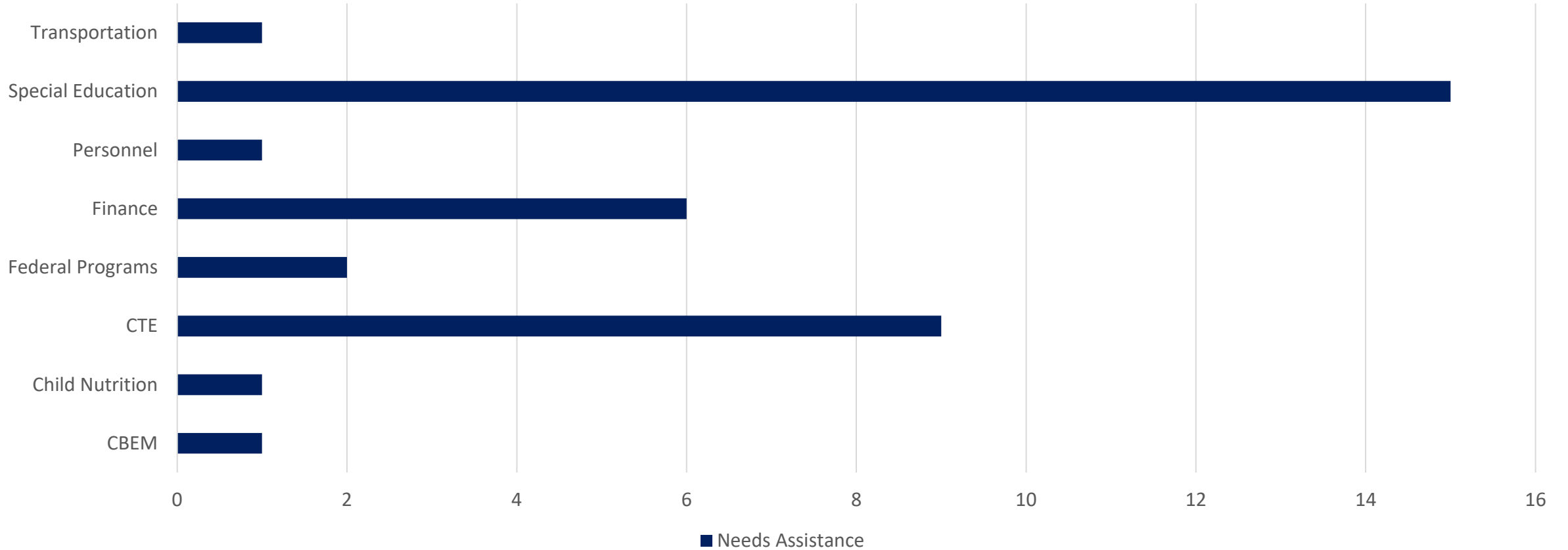
- Career and Technical Education
- Child Nutrition
- County Board of Education Members (CBEM) Effectiveness
- Facilities
- Federal Programs
- Finance
- Personnel
- Special Education
- State Required Data Collections
- Transportation
- Universal Pre-K Readiness

County Operational Effectiveness

- Counties receive a rating of **Meets Requirements** or **Needs Assistance** on each of the 11 efficiency indicators.
- A rating of **Needs Assistance** indicates the county, with assistance from WVDE must develop an action plan and monitor the plan's implementation towards showing improvement.
- Further support or corrective action may be taken by the WVBE based on a county's lack of progress on the efficiency indicators.

County Operational Effectiveness

Needs Assistance



Met Requirements in All Efficiency Indicators

Cabell	Calhoun	Doddridge	Fayette	Gilmer	Grant	Hardy
Jackson	Marshall	Mineral	Mingo	Monroe	Nicholas	Pendleton
Pleasants	Pocahontas	Putnam	Raleigh	Randolph	Ritchie	Roane
	Taylor	Tucker	Wayne	Webster		

WV Balanced Scorecard

Indicators of Student Performance and Success

- English Language Arts (ELA) Achievement
- ELA Progress
- Math Achievement
- Math Progress
- Attendance
- Discipline
- English Learner (EL) Progress
- Graduation Rate – 4 Year Cohort
- Graduation Rate – 5 Year Cohort
- On-Track to Graduation
- Post-Secondary Achievement

WV Balanced Scorecard Indicators of Student Performance and Success

On Watch Identification (2022)

One or more indicators that do not meet standard.

Support Identification (2023)

Any indicator that does not meet standard and does not show improvement for two consecutive years.


Intensive Support (2024)

Any indicator that does not meet standard and does not show improvement for three consecutive years.

Counties with On Watch 2023 Balanced Scorecard Indicators


Map Legend

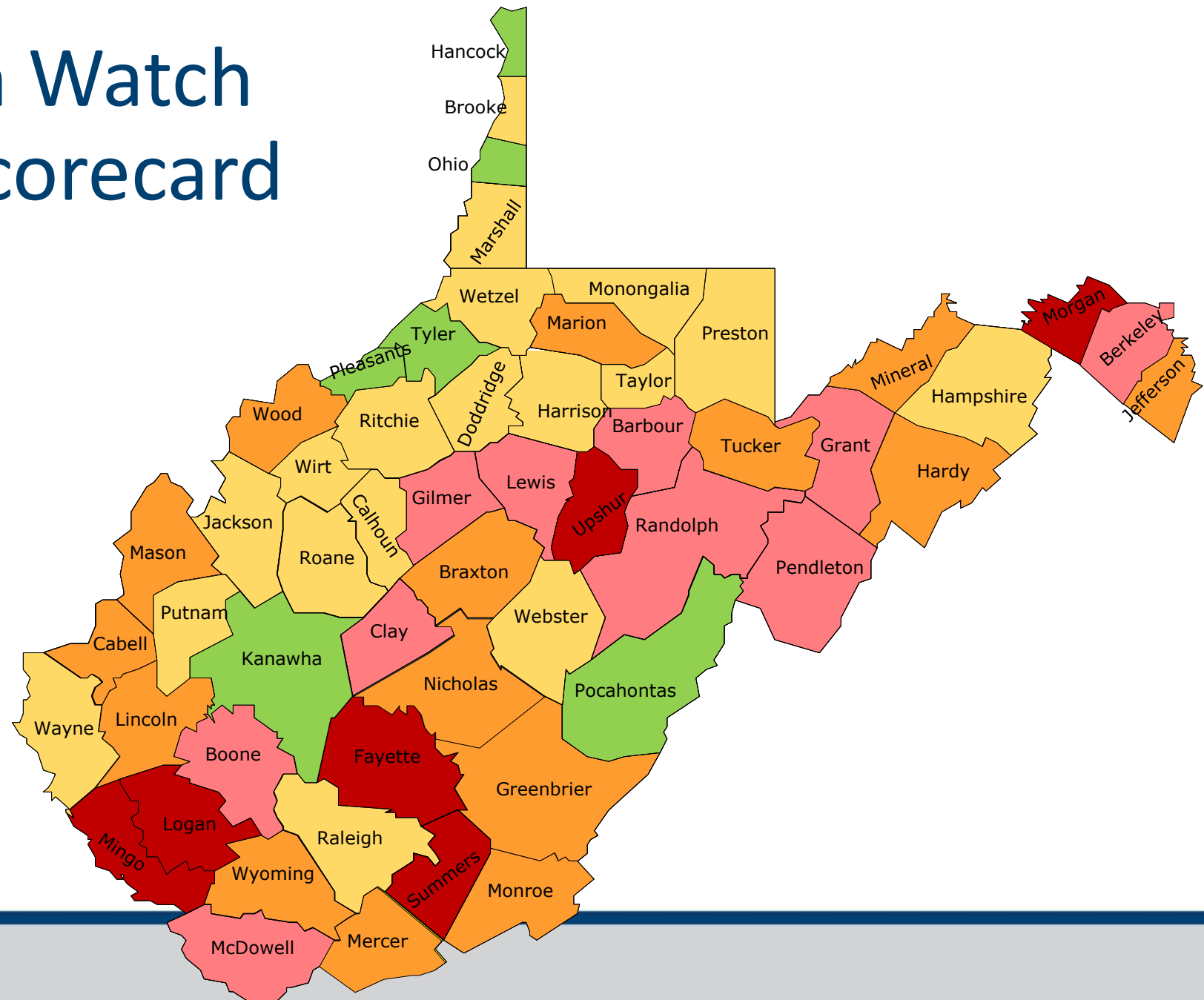
 FOUR On Watch indicators

 THREE On Watch indicators

 TWO On Watch indicators




 ONE On Watch indicator

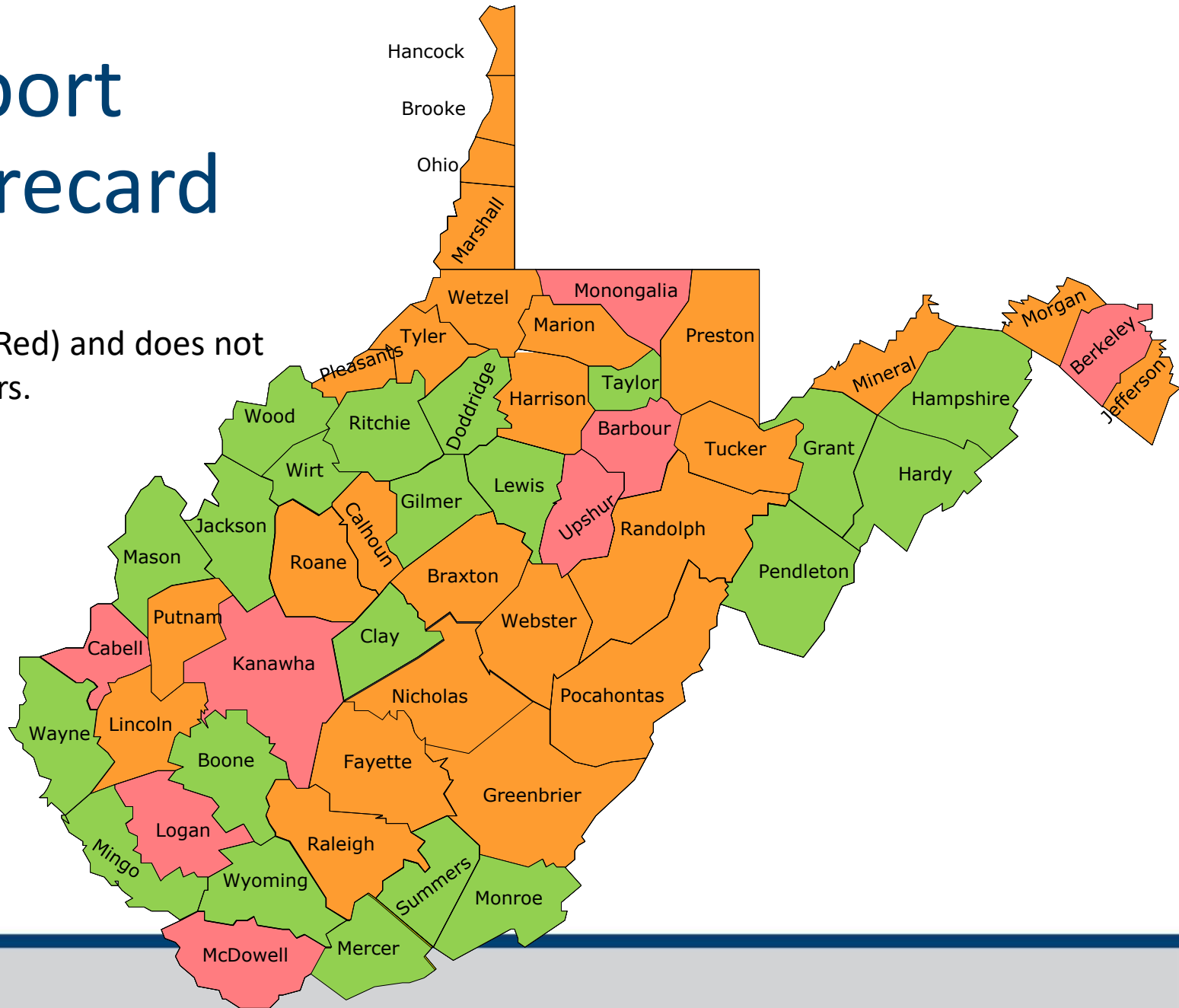
 No On Watch indicators



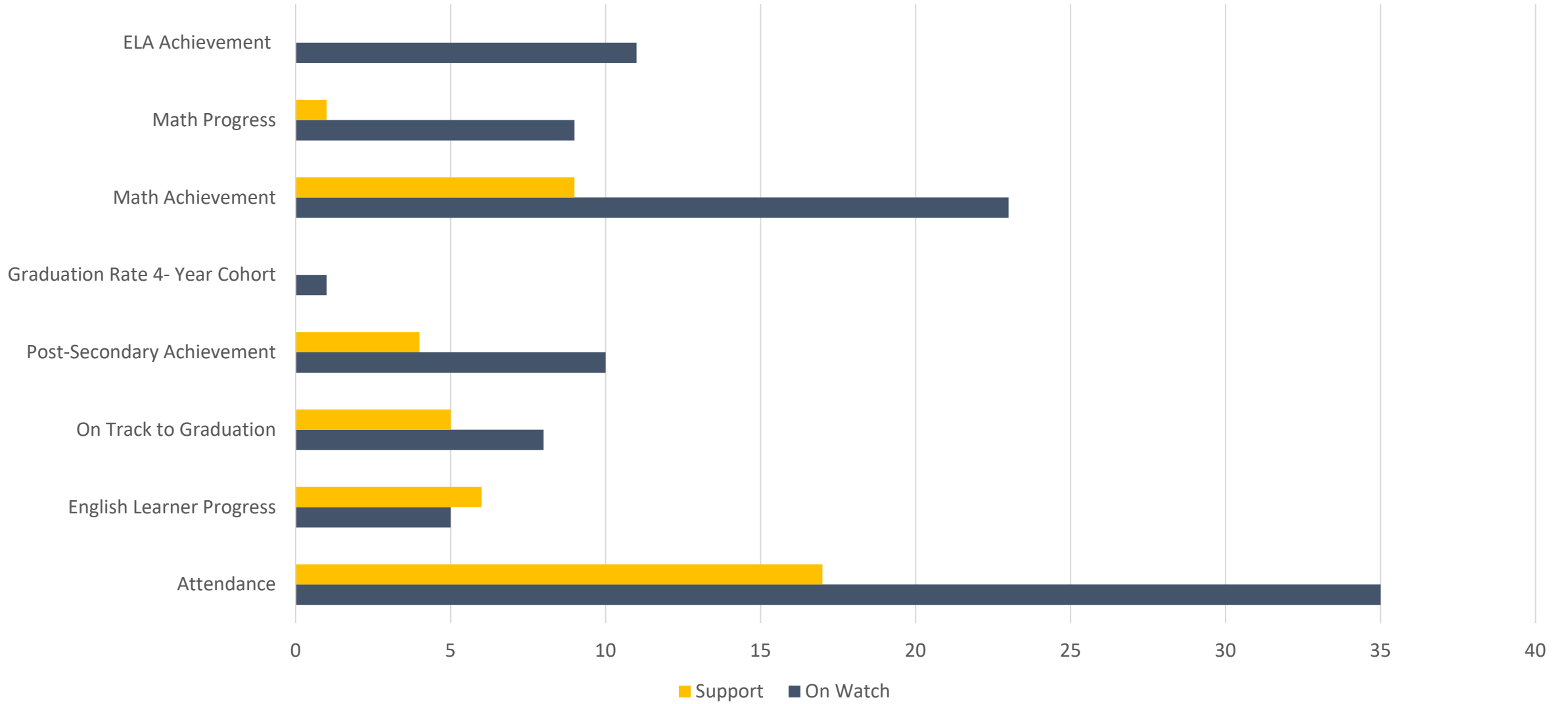
Counties with Support 2023 Balanced Scorecard Indicators

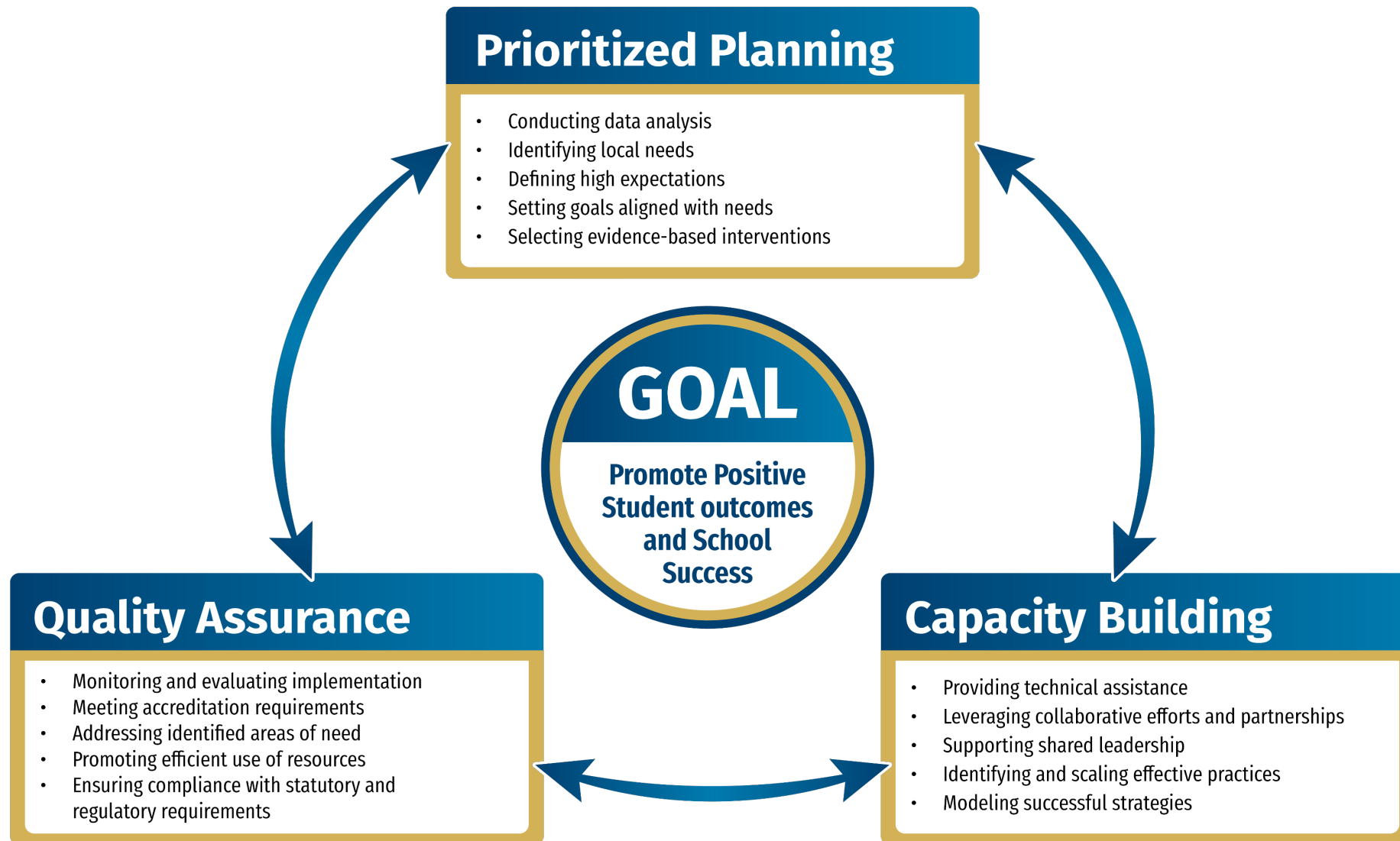
- An indicator that **Does Not Meet Standard** (Red) and does not show improvement for **TWO** consecutive years.

Map Legend	
	TWO Support indicators
	ONE Support indicator
	No Support indicators



Balanced Scorecard Student Performance and Success Indicators by Designation





District Leadership for School Improvement

- What are the specific district leadership behaviors associated with student achievement?
 - ✓ **Nonnegotiable** goals
 - **achievement and instruction**
 - **student supports**
 - ✓ **Collaborative** development of goals
 - ✓ **Board alignment** and support of goals

Marzano, R. J., & Waters, T. W. (2009). *District leadership that works: striking the right balance*. https://openlibrary.org/books/OL23174570M/District_leadership_that_works

District Improvement Approach

- Support Identification for multiple indicators
 - Collaborative work session with district leaders
- Session Goals
 - Establish a multi-year vision for district and school improvement
 - Ensure a collaborative approach to nonnegotiable goals for student achievement and instruction
 - Establish principal and central office expectations for assuming responsibility for student success
 - Develop structures to provide the necessary supports for principals and central office staff to carry out the district school improvement vision

Marzano, R. J., & Waters, T. W. (2009). *District leadership that works: striking the right balance*. https://openlibrary.org/books/OL23174570M/District_leadership_that_works

Ensuring Alignment with Needs

- What specific processes are in place for effective monitoring, support, evaluation, and adjustment of district initiatives to support increased student achievement and provide effective student supports to remove barriers to learning?

✓ **Goal Monitoring**

✓ **Resource Allocation**

What are our next steps?

Marzano, R. J., & Waters, T. W. (2009). *District leadership that works: striking the right balance*. https://openlibrary.org/books/OL23174570M/District_leadership_that_works



Work in Progress

- Pilot District
 - District leadership team in place
 - Undertaking a collaborative goal-setting process
 - Establishing a county attendance initiative
-

Attendance Indicator Results

- 17 Support Districts
- 35 On Watch Districts



WV Attendance Collaborative

STATE TEAM

REGIONAL TEAMS

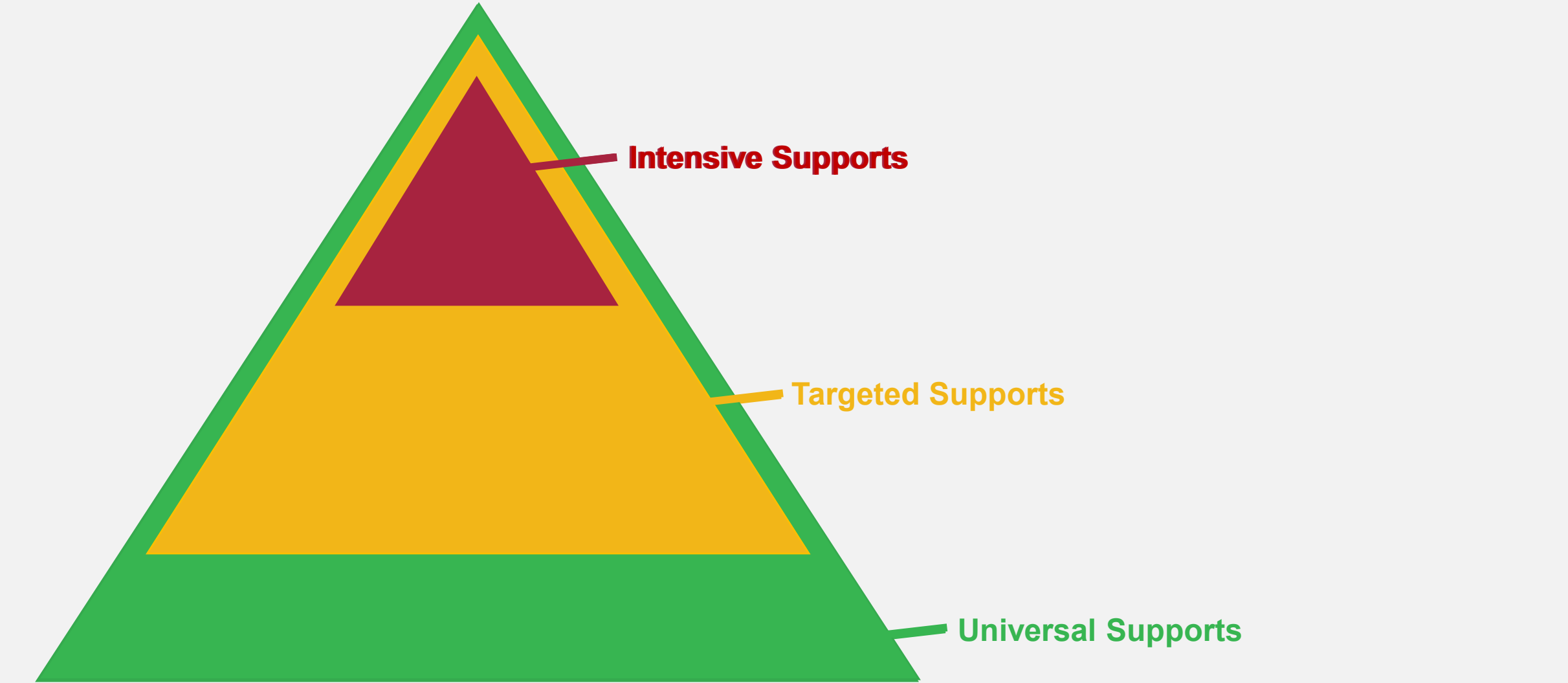
COUNTY TEAMS

SCHOOL-LEVEL TEAMS

The Tiers of Support



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Tier 1: Universal Supports



Provided in the everyday learning environment in the classroom or large group setting



80-90% of students will be successful with only Universal supports without the need for Targeted or Intensive supports



Tier 2: Targeted Supports



Evidence-based interventions provided to small groups



10-15% of students meeting the goal of regular attendance with a bit more support



Tier 3: Intensive Supports



Evidence-based interventions provided to individuals



2-5% of students require highly individualized, complex intervention plans



Attendance Indicator Supports

- Work session
 - Develop and establish expectations for county teams
 - Collaboratively develop or evaluate county approach for universal supports
 - Provide guidance for developing school level teams
 - Identify appropriate targeted and universal support approaches
-



Exemplary Practice Recognition



District Recognition



School Recognition



Highlight exemplary practices aligned to the WV Standards for Effective Schools



Spring 2024 launch



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| Questions

