This dashboard analyzes West Virginia’s plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. West Virginia submitted its plan on September 21, 2017, and the U.S. Department of Education approved it on January 9, 2018. Full text is available at https://www2.ed.gov/admins/lead/account/stateplan17/wvconsolidatedstateplanfinal.pdf. View ESSA equity dashboards for other states at www.all4ed.org/essa.

**Academic Achievement**
- 73.8% of students proficient in reading and 67.4% of students proficient in math by 2030

**Academic Achievement by Student Subgroup**
- Proficiency gap for each subgroup reduced by 50% by 2030

**4-Year Cohort High School Graduation Rate**
- 95% of students graduating by 2030

**Extended-Year Cohort High School Graduation Rate**
- Does not set goal for 5-year cohort graduation rate but uses 5-year cohort rate as part of graduation rate accountability indicator

**English Language Proficiency**
- Accounts for students’ initial proficiency level in setting student goals with maximum of 6 years to “demonstrate progress toward proficiency”

**School Quality and Student Success (SQSS) Indicator**
- Chronic absenteeism and out-of-school suspension for all schools; on-track to graduation (credit accumulation in grades 9–10) and postsecondary achievement (Advanced Placement or International Baccalaureate exams, college or career course completion, or CTE program completion) for high schools

**High School Graduation Rate**
- Uses 4- and 5-year cohort graduation rates equally in its decision rules to identify schools for support

**Weighting of Academic Indicators**
- 100% weight for all grades

**Testing Participation Rates**
- No credit for untested students

**Inclusion of Student Subgroup Performance**
- Uses subgroup performance to identify schools for targeted support and improvement (TSI); does not otherwise rate schools

West Virginia’s school dashboard gives schools a color rating and descriptive label on each indicator, separately, for all students.

**Define “Consistently Underperforming”**
- Used to identify schools for targeted support
- High School Graduation Rate

**NOTE**

**ACCOUNTABILITY**

**Disaggregation of Student Subgroups**
- Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status

**N-Size**
- 20 students

**Academic Achievement**
- 73.8% of students proficient in reading and 67.4% of students proficient in math by 2030

**Academic Achievement by Student Subgroup**
- Proficiency gap for each subgroup reduced by 50% by 2030

**4-Year Cohort High School Graduation Rate**
- 95% of students graduating by 2030

**Extended-Year Cohort High School Graduation Rate**
- Does not set goal for 5-year cohort graduation rate but uses 5-year cohort rate as part of graduation rate accountability indicator

**English Language Proficiency**
- Accounts for students’ initial proficiency level in setting student goals with maximum of 6 years to “demonstrate progress toward proficiency”

**School Quality and Student Success (SQSS) Indicator**
- Chronic absenteeism and out-of-school suspension for all schools; on-track to graduation (credit accumulation in grades 9–10) and postsecondary achievement (Advanced Placement or International Baccalaureate exams, college or career course completion, or CTE program completion) for high schools

**High School Graduation Rate**
- Uses 4- and 5-year cohort graduation rates equally in its decision rules to identify schools for support

**Weighting of Academic Indicators**
- 100% weight for all grades

**Testing Participation Rates**
- No credit for untested students

**Inclusion of Student Subgroup Performance**
- Uses subgroup performance to identify schools for targeted support and improvement (TSI); does not otherwise rate schools

**SUPPORT AND INTERVENTION**

**Definition of “Consistently Underperforming”**
- Used to identify schools for targeted support

**High School Graduation Rate**
- 4-year cohort graduation rate

**NOTE**

West Virginia’s school dashboard gives schools a color rating and descriptive label on each indicator, separately, for all students.
Note: Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

## Long-Term Goals

### Academic Achievement
- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Academic Achievement by Student Subgroup
- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

### 4-Year Cohort High School Graduation Rate
- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Extended-Year Cohort High School Graduation Rate
- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

### English Language Proficiency
- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red:** Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

## Accountability

### Disaggregation of Student Subgroups
- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

### N-Size
- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

## Support and Intervention

### Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support
- **Green:** Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a subset of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across all indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

### High School Graduation Rate Used to Identify Schools for Comprehensive Support
- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate

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