ACCOUNTABILITY

Part 1: State Accountability System

West Virginia Academy supports the West Virginia accountability system by focusing on outcome-focused, innovative, and accountable learning that prepares students for career and college. West Virginia Standards for Effective Schools, as outlined in WV Policy 2322, identifies seven areas where school's standards need to be aligned to help the state achieve its goals. West Virginia Academy has researched these areas extensively and has identified ways our school is aligned with the State's standards for an effective school.

1. West Virginia Academy has a clear and focused mission. Student success is aimed at (1) gaining a solid core knowledge foundation then (2) using that knowledge to become more internationally minded and innovators for our state and the world.
2. West Virginia Academy's vision includes striving to recruit, hire, develop, and retain a diverse faculty and staff that are fully committed to each student's academic success and will contribute to our learning community with diligence, competence, and professionalism. Instructional leadership is very important to us and the success of West Virginia Academy.
3. West Virginia Academy's philosophy includes the belief that each student can learn and master material when taught by highly effective educators who are empowered through adequate training and materials. High expectations and student outcomes was the sole motivation for the programs and curriculum we have adopted in our school.
4. West Virginia Academy feels it is a public school's duty to provide a learning culture. Students are entitled to a learning environment that is safe, respectful, and academically rigorous. Diversity is embraced and all are encouraged to speak positively and respectively to each other.
5. West Virginia Academy has adopted a weekly schedule to maximize efficient learning. Student activities, assemblies, field trips, and other programs, when possible, will be scheduled on an Experience Day. Experience Days will be on Fridays and give the students large amounts of time to work on service learning projects in our school as part of our West Virginia Academy Ambassador program.
6. West Virginia Academy is a data driven school. Formative assessments are built into all our curriculum to help teachers monitor student progress and ensure the students are achieving mastery in their subjects. Students are leveled according to their ability so that mastery is obtainable for each student.
7. West Virginia Academy knows the importance of the family and community's involvement in education. We plan to create an Advisory Committee of Families (ACF) where parents and families of students can come together with the staff to develop programs to increase the success of our school mission. We will be working extensively with members of the community to successfully implement the West Virginia Academy

Ambassador Program. The ACF will also serve as our school's Local School Improvement Council (LSIC).

West Virginia Academy adopts the West Virginia Accountability System (WVAS) as outlined in §126-12-5. Our school will ensure that rigorous expectations for the students and employees will be communicated effectively. We have created a support and recognition system for faculty through our merit pay structure and the emphasis on collaboration between teams and colleague support. We value performance as well as growth in our students and those employed by West Virginia Academy. Lastly, we will communicate student performance through clear means to parents/guardians on a regular basis. School-specific expectations will be measured in order to determine growth and improvement.

Part 2: WVAS Indicators

West Virginia Academy recognizes that in order for the WVAS indicators to be fair, reliable and valid, only students that have attended school for over 135 days (FAY) will be included in the accountability calculations. West Virginia Academy ensures that 95% of all FAY students attending for that school year will be assessed. We also recognize that a subgroup must have at least 10 students across all grades to be included in the WVAS. We also understand that grade 4 is considered elementary level, grade 8 is considered middle school level, and grade 12 is considered high school level for reporting purposes.

Academic Achievement Indicator

All West Virginia Academy students will be given the West Virginia General Summative Assessment (WVGSA) for grades 3rd - 8th with the science component added in 5th and 8th. Each topic within each grade will provide a specific measure of proficiency (e.g. Reading 3rd grade assessment, Math 5th grade assessment, Science 8th grade assessment). We will then use these measure in the following goals:

Lowest Acceptable Achievement Scores:

By the end of 2023-2024 school year, at least half of the measures (explained above) will exceed the state average proficiency in those categories.

By the end of 2025-2026 school year, 64% of the measures (explained above) will exceed the stage average proficiency in those categories and every other year based on the two year average.

Aspiration Target for Achievement Scores:
By the end of 2023-2024 school year, 90% of the measures (explained above) will exceed the state average proficiency in those categories.

By the end of 2025-2026 school year, 95% of the measures (explained above) will exceed the stage average proficiency in those categories and every other year based on the two year average.

Growth Indicator

West Virginia Academy's Primary school has adopted the Direct Instruction curriculum and method of teaching for math and reading in grades Kindergarten through 5th grade. Student progress rates will be calculated utilizing pre and post assessment scores for all students that meet the following inclusion criteria:

- Students enrolled in grades 4-8 who meet FAY status;
- Students with valid baseline and follow-up assessment scores; and
- At least 20 students meeting these criteria at the school level for each subgroup respectively.[1]

Math

Following NAEP's model of testing 4th Graders, we plan on administering the Connecting Math Concepts, Level E Placement test to all of West Virginia Academy's 4th grade students at the start of Term 1. We will then administer the same placement test to the same group of students at the end of Term 4. The following are goals based on the growth of 4th grade test results.

Lowest Acceptable Growth:

By the end of 2025-2026 school year, the West Virginia Academy 4th grade students that did not pass the test with mastery, will show a growth of at least 5% between the same student taking Connecting Math Concepts, Level E Placement in the 1st term compared to the test taken in the 4th term of the same school year.

Aspiration Target for Growth:

By the end of 2025-2026 school year, the West Virginia Academy 4th grade students that did not pass the test with mastery, will show a growth of at least 15% between the same student taking Connecting Math Concepts, Level E Placement in the 1st term compared to the test taken in the 4th term of the same school year.

Reading

West Virginia Academy recognizes the value of Reading for student academic success. Reading will be heavily emphasized in our Kindergarten to 2nd grade programs. After completion of 2nd Grade we will assess the students on the growth of their proficiency in reading. All West Virginia Academy students in the 1st grade will be given the Reading Mastery Level 2 Placement test during the first weeks of Term 1. These same students will be given the same placement test again during Term 4 of their 2nd Grade school year. The following are goals based on the growth between the scores on those two tests.

[1] The inclusion criteria follows the WV Cosolidated State Plan available at https://www2.ed.gov/admins/lead/account/stateplan17/wvconsolidatedstateplanfinal.pdf.

Lowest Acceptable Growth:
By the end of 2025-2026 school year, the West Virginia Academy 2nd grade students that did not pass the test with mastery, will show a growth of at least 5% between the same student taking Reading Mastery Test Level 2 in the 1st term compared to the same test taken in the 4th term of their 2nd grade.

Aspiration Target for Growth:
By the end of 2025-2026 school year, the West Virginia Academy 2nd grade students that did not pass the test with mastery, will show a growth of at least 15% between the same student taking Reading Mastery Test Level 2 in the 1st term compared to the same test taken in the 4th term of their 2nd grade.

Re-Enrollment

West Virginia Academy operates on a 4 term schedule. After students complete the 4th term they will advance to the next grade subject to a favorable decision for promotion from the review board. A re-enrollment packet will be sent home to all West Virginia Academy families in the 3rd term in order to determine who is re-enrolling for the next school year. It is during this time we will assess the re-enrollment goal. Note: Individuals failing to re-enroll because of a move are not included in these calculations.

Lowest Acceptable Re-enrollment Goal:
At the end of the 2024-2025 school year, West Virginia Academy will see 65% of their students re-enroll for the 2025-2056 school year.

Aspiration Target for Re-enrollment:
At the end of the 2024-2025 school year, West Virginia Academy will see 95% of their students re-enroll for the 2025-2056 school year.

Attendance Indicator

West Virginia Academy recognizes regular attendance as critical to provide students with learning opportunities. Any absence, excused or not, affects a student's learning. Tracking attendance is vital to fulfilling our mission of successful academic achievement. Students with multiple excused absences will benefit from our OC program (see Online-Component)

According to the US Department of Education, Chronic Absenteeism is said to be 10 or more missing school days in one school year. Truancy is defined as five or more full days of absence in one month or 10 or more unexcused absences within a school year. Negative impacts on students considered chronically absent or truant are low achievement outcomes, non-engaged learning, and poor social behavior.

Lowest Acceptable Attendance Goal:
At the end of 2026, 90% of West Virginia Academy students will be attending 90% or more instructional days.

Aspiration Target for Attendance Goal:
At the end of 2026, 95% of West Virginia Academy students will be attending 90% or more instructional days.

Graduation Requirements

Lowest Acceptable Graduation Requirements:
85% of West Virginia Academy students will graduate from West Virginia Academy by passing all the required classes and earning 24 credit hours.

Aspiration Target for Graduation Requirement:
95% of West Virginia Academy students will graduate from West Virginia Academy by passing all the required classes and earning 28 credit hours. We expect 90% of West Virginia Academy students will graduate from West Virginia Academy earning one or more certificates in the International Baccalaureate Career-Related Program (CP) to receive college credit. We expect 80% of our students will complete the whole program and earn the IB Diploma and receive significant college credit.

State Accountability Results

The Academic Acievement indicator will take into account all West Virginia Academy students that take the West Virginia General Summative Assessment (WVGSA) for the grades 3rd - 8th with the science component added in 5th and 8th as well as the West Virginia Alternate Summative Assessment (WVASA) for students with significant intellectual disabilities. Each topic within each grade will provide a specific measure of proficiency (e.g. Reading 3rd grade assessment, Math 5th grade assessment, Science 8th grade assessment). Assessment proficiency scores taken in the school year 2022 - 2023 will used to calculate an overall proficiency rate. This proficiency rate will be subdivided into corresponding subgroups as outlined by the WVDE. These rates will be considered our baseline rate. We will then use this rate in the following goals:

Lowest Acceptable Achievement Scores:
By the end of 2023-2024 school year, WVA's proficiency rate will exceed the state average proficiency rate in the majority of subgroups.

As stated in West Virginia Consolidated State plan, interim annual progress has been defined based on each subgroup. WVA's proficiency rate will increase proportionally to the state's increase in each subgroup. So that by the end of 2025-2026 school year, WVA's proficiency rate will continue to exceed the state average proficiency rate in the majority of subgroups.

Aspiration Target for Achievement Scores:

By the end of 2022-2023 school year, WVA's proficiency rate will exceed the average of Monongalia County and Preston County's proficiency rate in the majority of subgroups.

As these counties increase their average proficiency rate as per the WV Consolidated State Plan, WVA will, by the end of 2024-2025, continue to increase and exceed the average of the two counties proficiency scores in the majority of subgroups..