

West Virginia Data

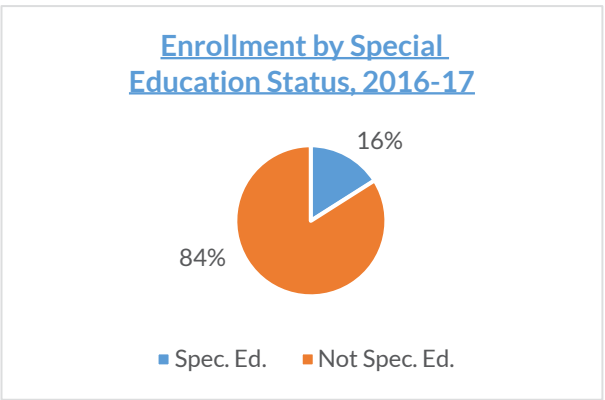
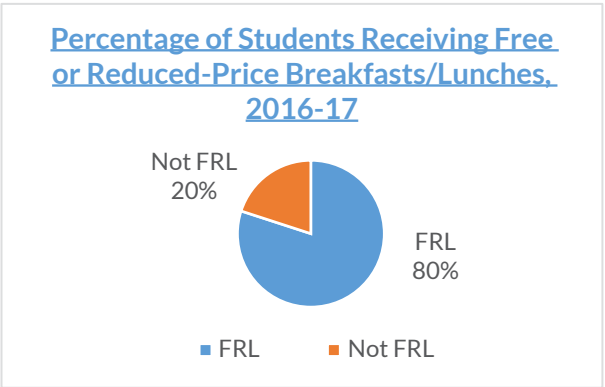
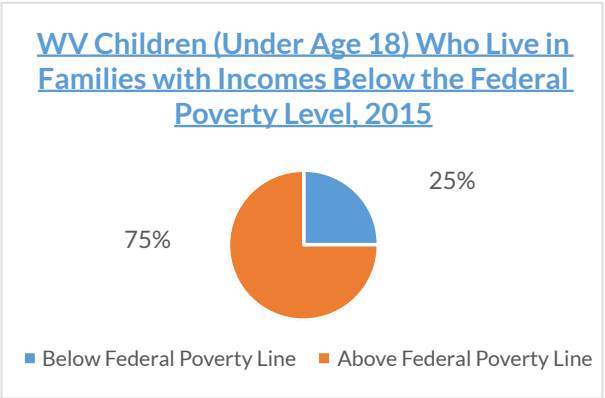
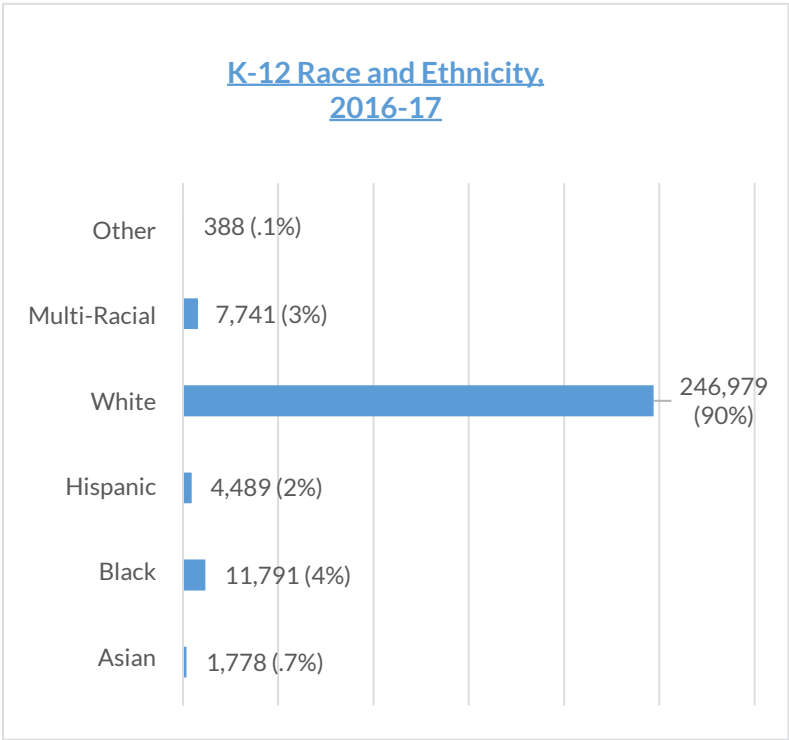
What does the K-12 landscape look like in West Virginia?

**273,170**  
Public school students

**718**  
Public schools

**55**  
School districts

**\$11,369.44** Average total per pupil expenditure (2014-15)



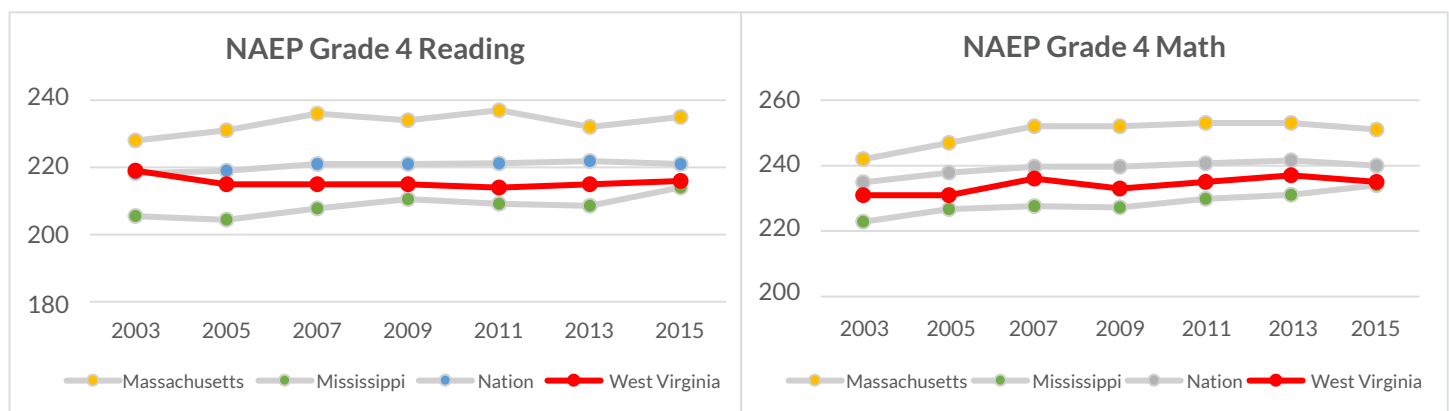
## How are students performing in West Virginia?

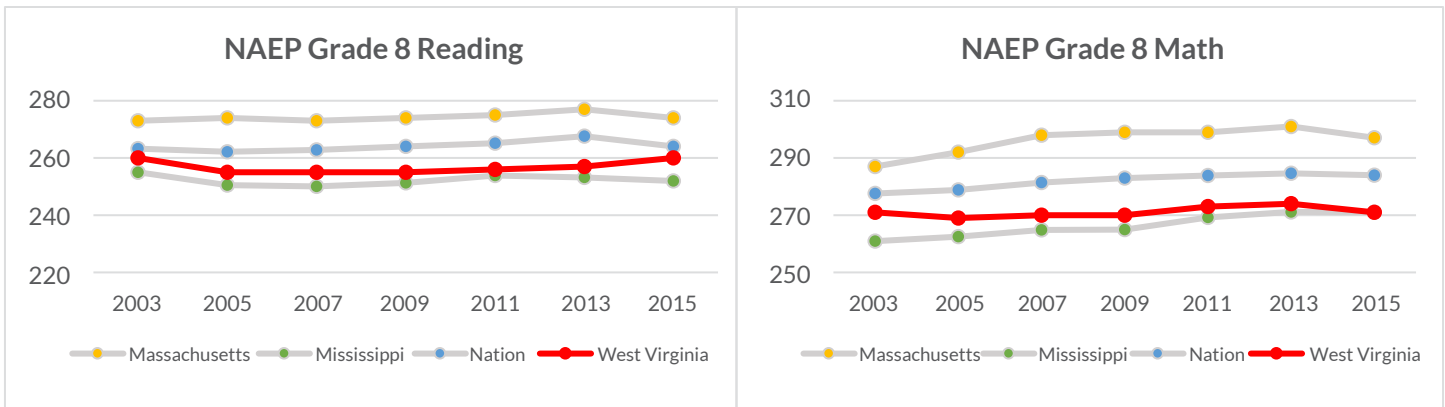
West Virginia administers the [West Virginia General Summative Assessment](#) (WVGSA) to students in third through 11th grades in core subjects, with reading and math tested each year. Below is a comparison of [West Virginia General Summative Assessment results for 2015 and 2016](#).

	Reading Pass %		Math Pass %	
	2015	2016	2015	2016
<b>Grade 3</b>	46%	48%	44%	49%
<b>Grade 4</b>	45%	48%	36%	40%
<b>Grade 5</b>	51%	51%	30%	33%
<b>Grade 6</b>	43%	46%	26%	29%
<b>Grade 7</b>	45%	48%	26%	30%
<b>Grade 8</b>	44%	47%	25%	27%
<b>Grade 9</b>	39%	41%	19%	20%
<b>Grade 10</b>	44%	45%	15%	19%
<b>Grade 11</b>	48%	49%	20%	21%
<b>Overall</b>	<b>45%</b>	<b>47%</b>	<b>27%</b>	<b>30%</b>

Starting in the 2016-17 school year, schools will implement the new [West Virginia College and Career Readiness Standards](#) in math, reading, and science. The state will continue to use the WVGSA assessment and results from 2017 will be comparable to 2015 and 2016.

[The National Assessment of Educational Progress](#) (NAEP) is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas, serving as the “Nation’s Report Card.” Assessments are conducted every two years in math, reading, science, writing, the arts, civics, economics, geography, U.S. history, and technology and engineering literacy. Nationally, students have been making consistent, modest gains on NAEP tests. **West Virginia students have scored below the national average for NAEP reading and math in fourth and eighth grades over the past decade.** Scores from Mississippi and Massachusetts are also provided to highlight West Virginia’s performance in relation to consistently low- and high-performing states.





### Does West Virginia have achievement gaps?

Average scores (“All Students” in tables below) can mask variations in performance among subgroups. When proficiency rates are disaggregated by race and economic status, disparities in achievement can be seen. Further analyzing proficiency over time can show how the differences between subgroups—the “achievement gaps”—have narrowed or widened.

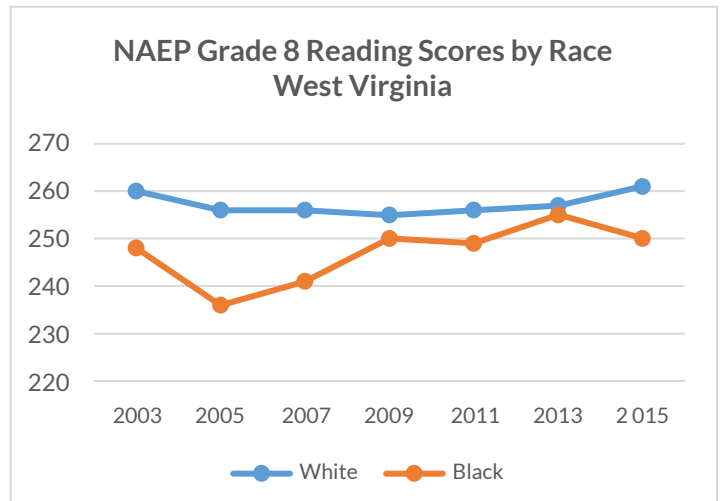
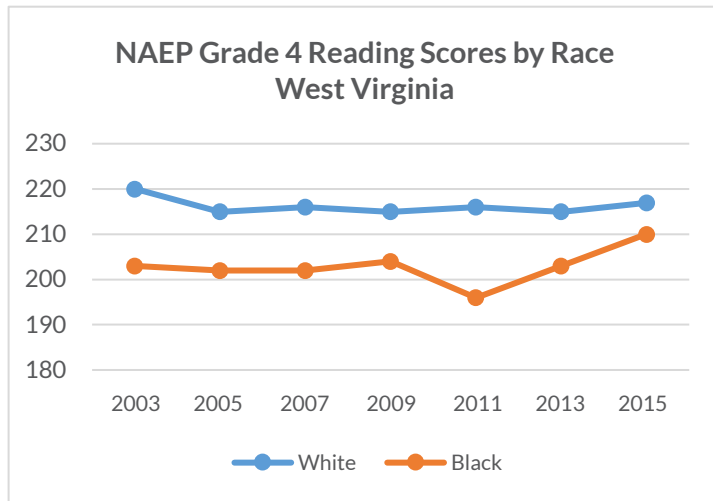
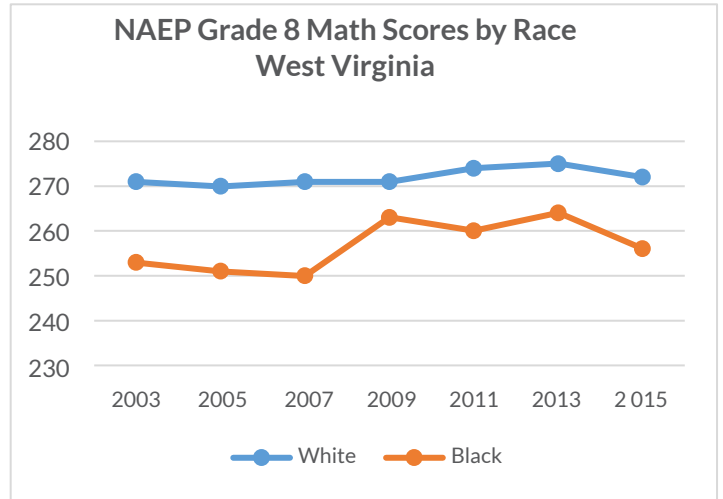
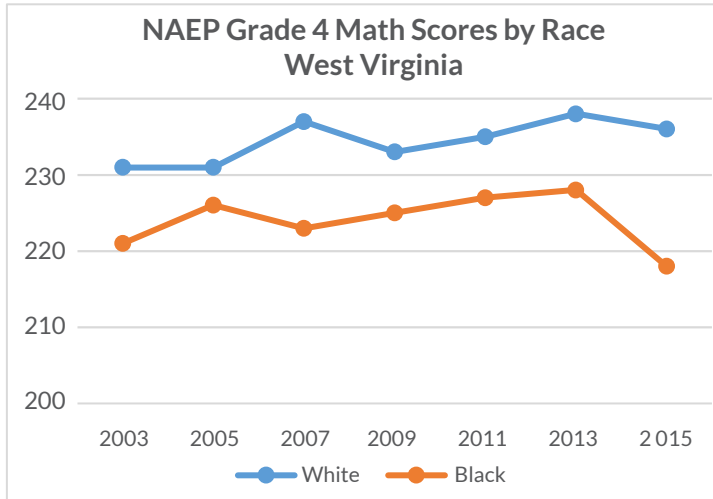
#### [WVGSA | Math Proficiency | All Grades](#)

Subgroup	2015	2016	Change
White	27%	30%	+3
Black	15%	17%	+2
Hispanic	22%	25%	+3
Low SES	22%	26%	+4
<b>All Students</b>	<b>27%</b>	<b>30%</b>	<b>+3</b>

#### [WVGSA | Reading Proficiency | All Grades](#)

Subgroup	2015	2016	Change
White	45%	48%	+3
Black	31%	33%	+2
Hispanic	42%	43%	+1
Low SES	39%	41%	+2
<b>All Students</b>	<b>45%</b>	<b>47%</b>	<b>+2</b>

NAEP | Mathematics and Reading Proficiency | Grades 4 & 8 By Race/Ethnicity\*



\*Data on other racial/ethnic subgroups are not reported by NAEP due to small sample sizes.

## The Every Student Succeeds Act

### What is the Every Student Succeeds Act?

The *Every Student Succeeds Act of 2015* (ESSA) is the sixth reauthorization of the *Elementary and Secondary Education Act* (ESEA). Signed into law in December 2015, ESSA replaces the previous ESEA reauthorization, *No Child Left Behind*, which had been in place since 2001. States will be expected to make changes in accordance to the new law by the start of the 2017-18 school year.

### Why did Congress want to change the law?

Since its passage more than 14 years ago, NCLB has been a major topic of discussion in education policy. As the most sweeping education reform ever enacted in the United States, the law drew both praise and critique. Here are a few of the most commonly identified successes and criticisms of NCLB:

#### NCLB SUCCESSES

- **Rigor:** Until 2002, states had **limited requirements** for standardizing content. **NCLB required** all states to establish core content standards, addressing several critical elements that are reviewed by their peers and experts.
- **Increased Accountability:** NCLB's assessment and annual yearly progress (AYP) requirements ensured all schools were tracking student performance and disaggregating results by subgroups.
- **Data Driven Solutions:** NCLB's accountability focus greatly increased the amount of data collected on student achievement. As a result, states were better able to assess schools' performance and address the needs of all students, with particular emphasis on disadvantaged students.
- **Choice:** NCLB required states and districts to provide public information regarding the performance of schools. Parents have the **choice** to send their children to better performing schools, should their children's schools be labeled as failing.

#### NCLB CRITICISMS

- **Expectations:** In 2010, nearly half of all schools in the United States did not make AYP and had been labeled as failing.
- **Restrictions:** NCLB's limited pass/fail designations over-identified schools as failing without recognizing school improvement or growth in student achievement.
- **Funding:** The federal government established unprecedented funding commitments to lessen NCLB cost burdens, but never fully funded to those levels.
- **Testing:** To avoid added sanctions as a result of low student performance, critics assert that high-stakes testing resulted in an emphasis on test-based instruction.
- **Narrowed Curriculum:** As a result of high-stakes tests, curriculums often placed heavy emphasis on math and reading, spending significantly less time and resources on non-tested subjects.

## What are the key things I need to know about ESSA?

### STANDARDS

Despite added guidelines about alignment, **states should not expect much to change with the academic standards** they already have in place.

- **Maintained:** States are required to adopt academic standards in reading, math, and science.
- **Changed:** Standards must be “aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the state, and relevant state career and technical education standards.”
- **Changed:** Explicitly states that the U.S. Secretary of Education may not coerce or mandate states to adopt a particular set of standards, including the Common Core.

### ASSESSMENTS

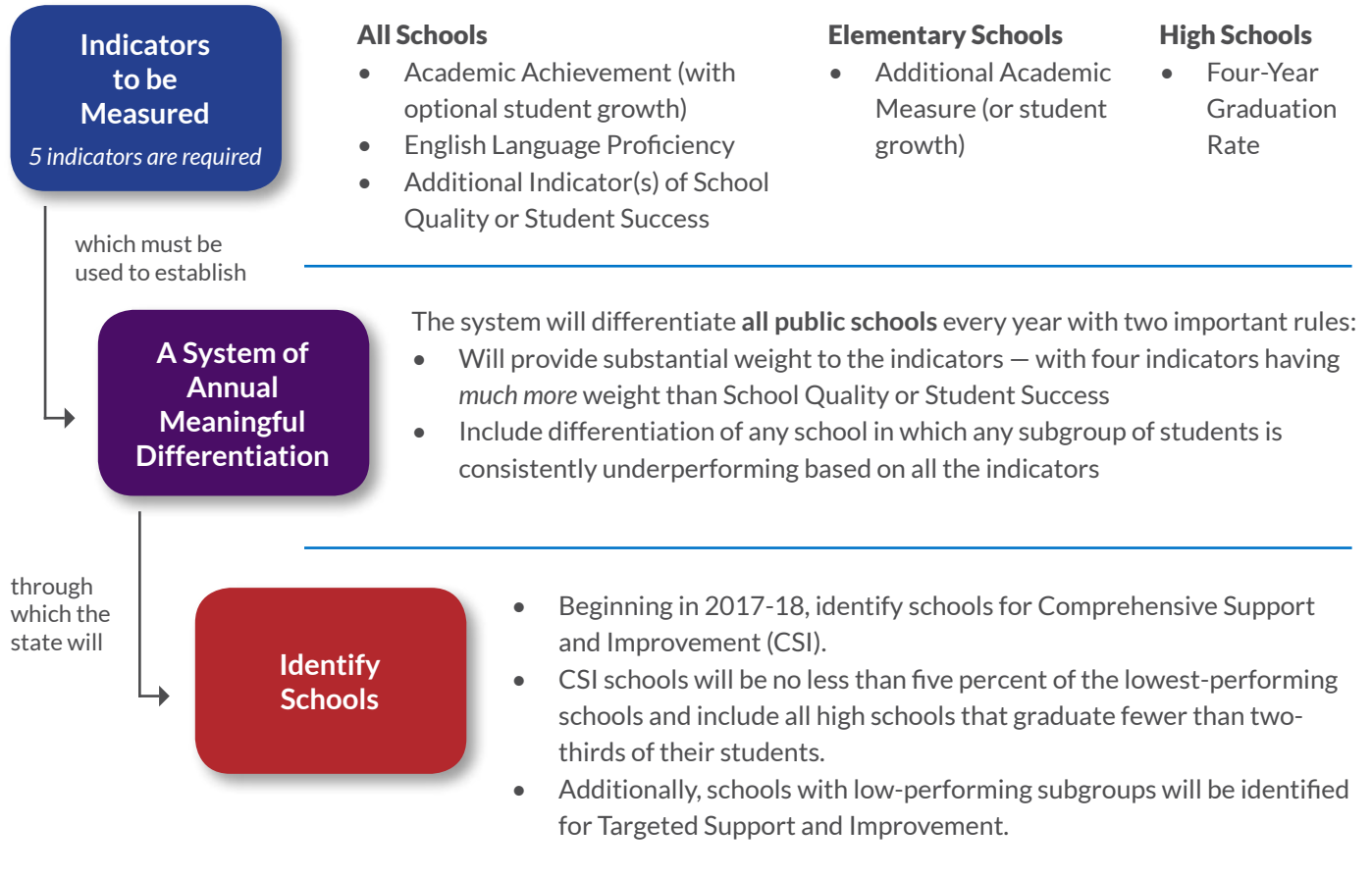
**States will be able to keep their current assessment systems, but will have more flexibility to innovate if they desire.**

- **Maintained:** Annual assessments in reading and math for grades three through eight are still in place, as well as the requirement to test once in science during each of the following grade spans: 3-5, 6-9, and 10-12.
- **Maintained:** Schools and districts must test 95 percent of students on state assessments.
- **Changed:** States may set a cap on the total amount of time students spend testing but are not required to do so.
- **Changed:** One percent of the total student population may take an alternate assessment aligned to alternate academic achievement standards for students with disabilities.
- **Changed:** States may participate in a pilot program to develop and implement innovative assessments at the local level.
- **Changed:** States may choose to allow local school districts to offer nationally-recognized assessments like the SAT or ACT at the high school level instead of the state exam.
- **Changed:** States may measure student achievement and growth through a single summative assessment or through multiple, statewide interim assessments during the course of the academic year that result in a single summative score.

### ACCOUNTABILITY

In an effort to move away from high-stakes testing, **accountability systems will need to encompass factors beyond test scores**, but states will be able to determine what factors to include and how much to weight them. States will also need to **craft evidence-based intervention plans for low-performing schools**.

- **Maintained:** States must report student performance by subgroups.
- **Changed:** Replaces “adequate yearly progress” with state-designed accountability systems to identify low-performing schools. States may set the weight of the various measures, but academic indicators must count for “much more” than additional indicators:



- Changed:** States are required to improve student learning in the lowest-performing five percent of schools and high schools with graduation rates below 67 percent, but the U.S. Secretary of Education may not prescribe the specific intervention or improvement strategy.
- Changed:** States and districts are responsible for how to address schools that test less than 95 percent of students.

## TEACHER QUALITY

States may continue to use their current teacher evaluation systems, but are no longer required to do so. States that were required to provide additional documentation on their teacher evaluation systems to the U.S. Department of Education for waiver purposes will no longer need to provide that information.

- Changed:** The “highly qualified teacher” requirement is eliminated.
- Changed:** States are not required to establish teacher evaluation systems as previously required by the ESEA flexibility waivers.

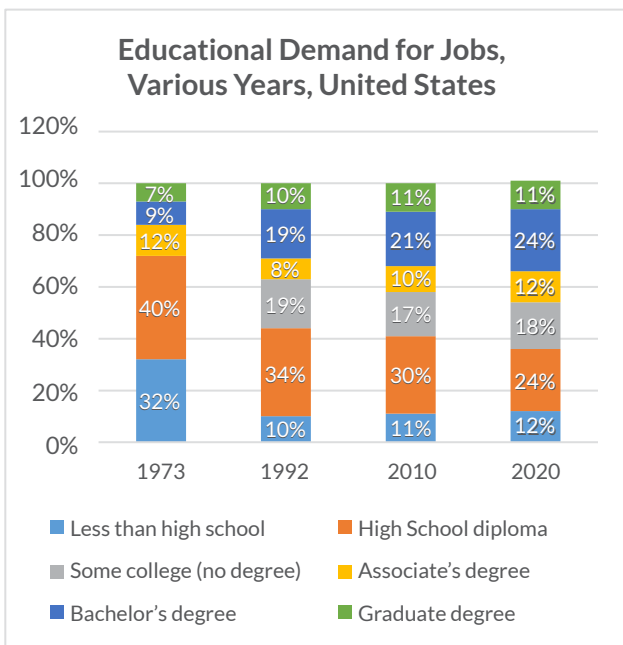
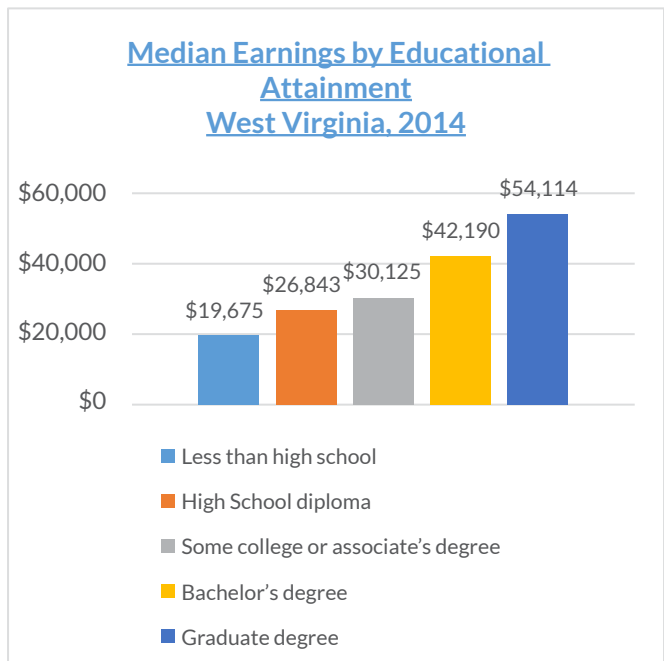
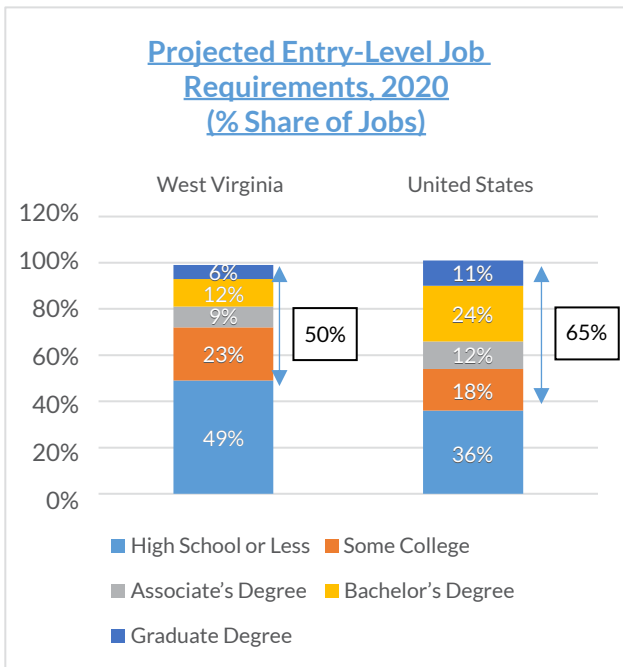
Want to learn more about ESSA?

Visit [www.hunt-institute.org/essa](http://www.hunt-institute.org/essa) for a compilation of resources on the *Every Student Succeeds Act*, including our recent three-part *re:VISION* series.

## Education and the Economy

### How are workforce demands projected to change in West Virginia?

Economists estimate that 65 percent of all jobs nationwide will require training or a credential beyond high school [by the year 2020](#). Opportunities for students who drop out or have only a high school diploma continue to decrease. Bachelor’s degrees are not the only credential employers are seeking: nationally, there are 29 million middle-skills jobs available. Those jobs pay \$35,000 a year, on average, and require less than a bachelor’s degree, but more than a high school diploma—for example, employer-based training, industry-based certifications, apprenticeships, postsecondary certificates, or associate degrees.



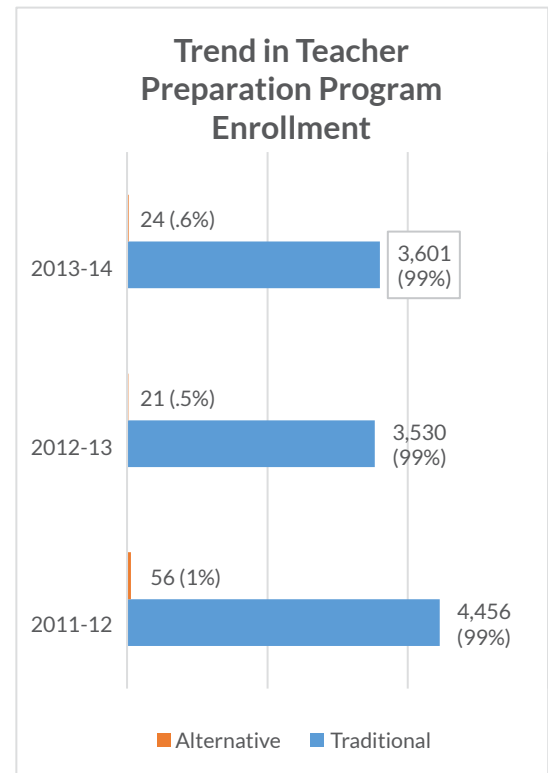
*“By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school. The United States is more educated than ever: In 1973, workers with postsecondary education held only 28 percent of jobs; by comparison, they held 59 percent of jobs in 2010 and will hold 65 percent of jobs in 2020.”*



## West Virginia Teacher Data

**19,686**Number of  
Teachers**14.2:1**Student/Teacher  
Ratio**\$33,616.81**Average Salary –  
Beginner Teacher**\$45,977**Average Salary –  
Classroom Teacher**\$49,530**Average Salary for Southeast  
region – Classroom Teacher**3,625**Teacher Preparation  
Enrollment

Teacher Preparation Providers

**20** Traditional**2** Alternative Providers Attached to  
Institutes of Higher Education**What does teacher evaluation look like in West Virginia?**

West Virginia requires **annual evaluations** for teachers in their first five years.

- In the first three years, a teacher is evaluated four times annually. The first observation must be before November 1.
- In years four and five, a teacher must be evaluated twice annually, with the first observation before November 1.
- When a teacher has six or more years of experience, a teacher is observed only when a principal requests an observation.

Forty-three states, including West Virginia, [require student growth measures in teacher evaluations](#).

## What are the teacher evaluation components?

Twenty percent of the evaluation must be based on student achievement.

- Fifteen percent is based on the creation and completion of two student learning goals by classroom teachers.
- Five percent is based on school-wide growth on the state summative assessment.

Eighty percent of the evaluation is based on the teacher's ability to meet established professional standards.

## How are teachers compensated in West Virginia?

West Virginia has set a [minimum pay schedule](#) for teachers based on their level of education and years of experience.

## Does West Virginia offer performance pay to teachers?

[Eight states require performance pay](#) as part of the salary schedule for all teachers, basing part of teachers' salaries on their performance evaluations. West Virginia does not provide performance pay for teachers.

## Does West Virginia offer differential pay for teachers?

West Virginia [provides additional compensation](#) for teaching in high-needs schools, but not for teachers of shortage area subjects.

In both high-needs schools and shortage subjects, [loan forgiveness is offered up to \\$3,000 annually, with an overall cap of \\$15,000. At low-performing schools, a teacher-mentoring stipend is available for teachers with National Board Certification.](#)