



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 22, 2022

The Honorable W. Clayton Burch
Superintendent of Schools
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

Dear Superintendent Burch:

I am writing in response to the West Virginia Department of Education's (WVDE's) request on December 23, 2021, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), which stipulates that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State who are assessed in the subjects of reading/language arts (R/LA), mathematics and science.

After reviewing WVDE's waiver request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for school year 2021-2022, an extension of the one-year waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics and science.

As part of this waiver, WVDE assured that it:

- Will continue to meet all other requirements of section 1111 of the ESEA and implement regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Had assessed in 2020-2021 at least 95 percent of all students and students with disabilities who are enrolled in grades for which an assessment is required.
- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State.
- Will verify that each LEA that is required to submit such information to the State is following all State guidelines in 34 CFR § 200.6(d) – excluding (d)(6) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.
- Will implement, consistent with the plan submitted in WVDE's waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid exceeding the 1.0 percent cap.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

I want to remind you of the requirement in 34 CFR § 200.6(c)(3)(iv) that the State must make publicly available the information submitted by an LEA justifying the need of the LEA to assess more than 1.0 percent of its students on the AA-AAAS, provided that such information does not reveal personally identifiable information about an individual student. I also encourage you to make available your State's plan and timeline and your progress to date in reducing the percentage of students taking the AA-AAAS. I would also like to remind you that this waiver does not alleviate any of the State's obligations in meeting all of the requirements found in section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) which address assessment participation, assessment accommodations, alternate assessments, and reporting for children with disabilities.

Given the workplan submitted by WVDE, I expect to see positive results of this plan in the 2021-2022 school year and beyond. I note that the rate of AA-AAAS participation has declined in your State. Thank you for all of your efforts to reduce the rate of alternate assessment participation. Future requests for an extension of this waiver will continue to expect both continued progress implementing your plan and in reducing the percentage of students taking the AA-AAAS in all tested subjects.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at ESEA.Assessment@ed.gov.

Sincerely,

/s/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Vaughan Rhudy, WVDE Director of Assessment



1900 Kanawha Boulevard, East, Building 6 • Charleston, WV 25305
wvde.us

December 23, 2021

Office of Special Education Programs
Office of Special Education Rehabilitative Services
United States Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Sir,

According to 34 C.F.R §200.6 (c)(4), the West Virginia Department of Education (WVDE) is seeking to extend the waiver from the United States Department of Education (USDE) for the number of students that may be assessed on the Alternate Assessment-Alternate Academic Achievement Standards (AA-AAAS). Based on testing data from the 2020-2021 school year, West Virginia anticipates exceeding the one percent state-level cap for the 2021-2022 school year in the areas of English/Language Arts (ELA), mathematics and science.

The attached waiver request provides the Alternate Summative Assessment participation results from previous years and a subsequent action plan specifying efforts to comply with the 1.0 percent target. Through training and support, the WVDE will continue to assure district adherence with policies, procedures, and practices for the appropriate placement of students with disabilities. The WVDE is committed to appropriately serving all students in the least restrictive environment.

Thank you in advance for your review and consideration of the waiver extension for the West Virginia Department of Education as we strive to serve our districts, students, and families through evolving and diligent support.

Sincerely,

A handwritten signature in blue ink that reads "Michelle L. Blatt".

Michelle L. Blatt
Deputy State Superintendent of Schools

MLB/MCB/pd

Attachment

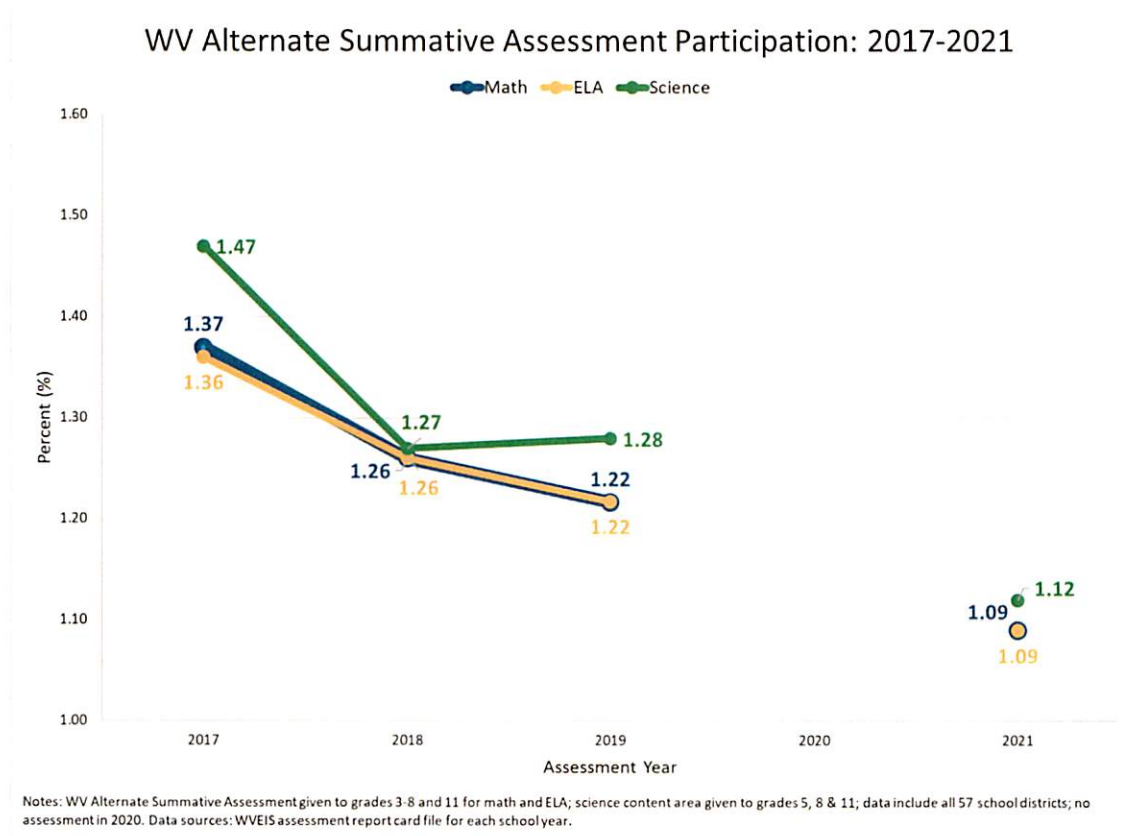
West Virginia
1.0 Percent State-Level Participation Cap
Waiver Extension Submission

Pursuant to 34 C.F.R. 200.6(c)(4), the West Virginia Department of Education (WVDE) will seek to extend the waiver for the 2021-2022 school year from the Secretary for the United States Department of Education (USDOE). The regulation in question, found at 34 C.F.R. 200.6(c)(2), requires State Education Agencies such as the WVDE to limit the total number of students assessed in a subject area using an alternate assessment.

Specifically, 34 C.F.R. 200.6(c)(2) provides:

For each subject in which assessments are administered, the total number of students assessed in that subject using an alternate assessment with alternate academic achievement standards may not exceed 1.0 percent of the total number of students in the state who are assessed in that subject.

The WVDE is requesting to extend the waiver previously granted by the USDOE because the most recent data (2020-2021) on the percentage of students taking West Virginia’s alternate assessments in all subject areas is over 1.0 percent as per decisions made for individual students by IEP teams.



However, it is important to point out that West Virginia’s participation percentage for the number of students assessed on the alternate assessment has decreased between 2019 to 2021 from 1.22 to 1.09 for

both math and ELA. The participation percentage for science decreased from 1.28 in 2019 to 1.12 in 2021. In accordance with the federal waiver, West Virginia did not administer any statewide assessments for the 2019-2020 school year due to the COVID-19 pandemic.

The waiver requirements are listed in bold lettering below.

If a State anticipates that it will exceed the 1.0 percent participation cap with respect to any subject for which assessments are administered in any school year, the State may request that the USDOE waive the cap for the relevant subject for one year. Such request must-

Be submitted at least 90 days prior to the start of the State’s testing window for the relevant subject;

The WVDE is requesting from the Secretary for the United States Department of Education an extension of the waiver of the 1.0 percent cap in ESEA section 1111(b)(2)(D)(i)(I) on the number of students who participate in alternate assessments aligned with alternate academic achievement standards (AA-AAAS).

West Virginia’s testing window for the 2021-2022 school year is April 3, 2022 to May 27, 2022.

Provide State-level data from the current or previous school year, to show

(A) The number and percentage of students in each subgroup of students who took the alternate assessment aligned with alternate academic achievement standards; and content areas assessed

Table 1 shows participation rates by subject area for the 2020-2021 AA-AAAS. Based on the data, the state anticipates exceeding the 1.0 percent threshold set forth in the Every Student Succeeds Act (ESSA) for the 2021-2022 school year.

Table 1. Alternate State Assessment Participation by Content Area: 2020-2021

Content Area	Number (#) Participating in Statewide Assessment	Number (#) Participating in Alternate Assessment	Percent (%) Participating in Alternate Assessment
Reading Grades 3-8 and 11	116,883	1,278	1.09
Mathematics Grades 3-8 and 11	116,987	1,277	1.09
Science Grades 5, 8 and 11	48,824	545	1.12

Data source: WVEIS RPTCRD21

(B) The State has measured the achievement of at least 95 percent of all students and 95 percent of students in the children with disabilities subgroup who are enrolled in grades for which the assessment is required.

West Virginia adheres to federal participation requirements for assessment and requires all students enrolled in public K-12 schools to be assessed with accommodations, without accommodations or with AA-AAAS. The only exception to participation for any student is a medical or extraordinary circumstances non-participation waiver.

Due to the COVID-19 pandemic, West Virginia was awarded a waiver of the 95% participation rate for the 2020-2021 school year by the United States Department of Education (Appendix A). Although West Virginia met the requirements for the waiver, participation rates remained strong with 91.25% in ELA, 91.17% in Math, and 88.97% in Science. These rates are publicly available at zoomwv.k12.wv.us on the Special Education dashboard.

Include assurances from the State that it has verified each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject for which assessments are administered in that school year using an alternate assessment aligned with alternate academic achievement standards-

A. Followed each of the State's guidelines: and

If a district anticipates exceeding the 1.0 percent threshold, the WVDE requires a letter of justification to be submitted prior to the testing window. The letter must include action steps as to how the district will assure that appropriate decisions were being made at IEP meetings regarding the identification of students assessed on the West Virginia Alternate Assessment. Districts are asked to provide written assurance of utilizing the *WV Alternate Assessment Participation*, as well the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment* when making assessment participation decisions for students. These justifications have been collected by the WVDE prior to this waiver request submission. The two documents referenced have been introduced in previous waiver submissions and are explained later in this waiver request.

Review of current data (see Table 1 above) indicates that West Virginia anticipates exceeding the 1.0 percent participation cap for students assessed with AA-AAAS for the 2021-2022 school year. There were 23 (of 57) districts that exceeded the 1.0 percent threshold in math and 22 (of 57) in ELA during the 2020-2021 school year. By comparison, in 2018-2019 there were 30 districts over the threshold for math and ELA. This represents a reduction of 7 and 8 districts respectively. The number of districts over 1.0 percent in the science content area reduced from 32 in 2018-2019 to 25 in the 2020-2021 school year.

B. Will address any disproportionality in the percentage of students in any subgroup taking the alternate assessment aligned with alternate academic achievement standards;

The WVDE is again requiring written assurances from districts that anticipate assessing more than 1.0 percent of their students using AA-AAAS during the 2021-2022 school year. Districts must assure the WVDE that they will address any disproportionality in the percentage of students in any subgroup taking the alternate assessment. The methodology used to establish disproportionality was the same as last year – a risk ratio was calculated for each subgroup and compared to the relative risk associated with all other assessed students. Any risk ratio above 1.0 indicates disproportionality; the higher the risk ratio, the greater the degree of disproportionality. The WVDE implements similar analysis when determining disproportionate representations for Indicators 9 and 10 in its State Performance Plan/Annual Performance Report as well as for identifying significant disproportionality for mandating implementation of Comprehensive Coordinated Early Intervening Services (CCEIS).

Seen in Table 2 below, the risk ratio analysis identified disproportionality in eight (8) subgroups; this increase may be related to fewer students participating in the statewide summative assessments.

Table 2. Disproportionality by Sub-Groups of Students Participating in the WV Alternate Summative Assessment: SY 2021

Sub-group	ELA (Grades 3-8 & 11)	Math (Grades 3-8 & 11)	Science (Grades 5, 8, and 11)
White	1.08	1.08	1.11
Black/African American	1.54	1.54	1.71
Hispanic	0.95	0.95	0.62
Asian	1.11	1.11	1.22
American Indian/Alaskan Native	3.03	2.97	1.07
Pacific Islander			
Multiple races	0.95	0.95	1.02
Low-SES	1.49	1.49	1.59
English Language Learners	1.07	1.07	1.73
Homeless	1.34	1.34	1.48
Male	1.40	1.40	1.44
Female	0.77	0.77	0.77
Data source: WVEIS RPTCRD21			

The WVDE will continue to address disproportionality in subgroups taking the AA-AAAS through the following activities:

- Calculation and analysis of subgroup participation rates in each content area at the state and individual school district levels.
- Identification of subgroup overrepresentation in the AA-AAAS participation.
- Technical assistance to include continued support and guidance for the use of the *WV Alternate Assessment Participation Guidelines* to districts and schools with identified disproportionality.
- Technical assistance to include support and guidance for the use of the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment*.

Include a plan and timeline by which-

- (A) The State will improve the implementation of its guidelines, including by reviewing and, if necessary, revisiting its definition, so that the State meets the cap for which assessments are administered in future years;***

The WVDE provided training and technical assistance to districts on the appropriate use of the *WV Alternate Assessment Participation Guidelines* and the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment* to:

- Promote a consistent standard for districts to use when determining a student’s individual assessment needs;
- Collect individual student data for monitoring appropriate documentation that a student has a significant cognitive disability; and
- Ensure students are being assessed using the appropriate method to demonstrate knowledge.

The WVDE developed or updated, disseminated, and provided training on the following:

- A State Definition of Students with the Most Significant Cognitive Disability has been included in Policy 2419: Regulations for the Education of Students with Exceptionalities. *(This definition is again being reviewed and evaluated as a component of cyclical policy review.)*
- The *WV Participation Guidelines for the Alternate Assessment* to clarify participation criteria.
- The *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment* is utilized at IEP meetings where teams are considering a student for the AA-AAAS.
- *Understanding Alternate Diplomas Brochure: What Teachers, Parents and Students Need to Know about the Alternate Diploma Option.*
- *All Things Alternate: Alternate Standards, Alternate Assessment, and Alternate Diploma*
The WVDE provides state-wide and district training to both district Special Education Directors, and IEP team members to provide support in appropriately identifying students for the alternate assessment as well as providing information on WV's updated Alternate Academic Achievement Standards and Support Documents. These documents aid teachers in identifying and providing appropriate support to students with significant cognitive disabilities.
- *All Things Alternate 2.0 Presentation* provides educators the same information as *All Things Alternate Presentation* with the addition of examples of how to provide grade level content standards instruction and assessment to students with significant cognitive disabilities.
- Transition Planning and Personalized Education Plan (PEP) training has been offered to both general and special educators to provide information necessary for teachers and counselors to support students with significant cognitive disabilities in planning for high school graduation and post-secondary options.
- The *Office of Assessment* continues to provide weekly webinars open to all District Test Coordinators with trainings specific to the *West Virginia Alternate Summative Assessment*, accessibility, accommodations, and eligibility for participation in the alternate assessment.
- The *Office of Assessment* continues to provide annual face-to-face or virtual trainings for District Test Coordinators and Special Education Directors addressing eligibility for alternate assessment participation.

(B) The State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in a given subject in a school year using an alternate assessment aligned with alternate academic achievement standards to ensure that only students with the most significant cognitive disabilities take an alternate assessment. The state must describe how it will monitor and regularly evaluate each such LEA to ensure that all the LEAs provide sufficient training such that school staff who participate as members of an IEP team or other placement team understand and implement the guidelines established by the State so that all students are appropriately assessed.

2021-2022 Monitoring Training and Plan:

- Identify districts with more than 1.0 percent of students taking the AA-AAAS no later than 90 days prior to the testing window in order to collect justification data from districts.
- Provide ongoing training, coaching, technical assistance, support and oversight to districts to ensure appropriate decisions for participation in the AA-AAAS are made by IEP Teams.
- Going forward, the WVDE will create a 1% team who will provide support in a multi-tiered system:

- Universal – annual support (or by request) for all districts. Universal support will include training on access to resources for sustained internal district trainings (i.e. video trainings, links to WVDE resources).
- Targeted – quarterly support for districts submitting letter of justification for exceeding 1% threshold. WVDE targeted support will:
 - include all universal supports.
 - provide quarterly meetings (face to face or virtual) with directors to revisit the *WV Participation Guidelines*, the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment*, and the *Understanding Alternate Diplomas Brochure*.
 - Assist directors, as needed, to continue to provide internal training and close supervision to schools exceeding 1% threshold.
- Intensive – quarterly support for districts exceeding 1% threshold for *three* years. WVDE intensive support will:
 - include all universal and targeted supports.
 - provide explicit training on use of the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment* to assist with consideration for the alternate assessment.
 - provide training on the implications of student participation in the alternate assessment.
 - aid districts with targeted record review.
- Address district and state needs regarding disproportionality among subgroups participating in the AA-AAAS;
- Monitor districts with more than 1.0 percent of their students participating in the AA-AAAS to assure that IEP Teams have been trained and are receiving support in order to make appropriate participation decisions for the AA-AAAS;
- Provide an updated district justification form to ensure that districts are providing more detailed information as to which populations and grade levels of students are identified for the alternate assessment.
- Provide districts with a document outlining the responsibility of IEP team members to make data-based alternate assessment eligibility decisions.

(B) The State will address any disproportionality in the percentage of students taking an alternate assessment aligned with alternate academic achievement standards as identified through the data provided.

The WVDE calculated the statewide level of disproportionality for students participating in the alternate assessment by subgroup and content area in the 2020-2021 school year. Data were analyzed for disproportionality among multiple subgroup categories. More subgroups, as compared to pre-pandemic assessment participation, indicated disproportionality. This increase may be related to overall lower participation among all students taking any of the WV summative assessments.

Prior to the COVID-19 pandemic, the percentage of West Virginia students participating in the AA-AAAS had been decreasing from one school year to the next as exhibited in previous waiver applications

and extensions. However, student enrollment as well as student participation in the summative assessments declined substantially in the 2020-2021 school year. This decline, along with the waiver for all assessments for the 2019-2020 school year, has made year to year comparisons difficult to evaluate and analyze. At this time, it is difficult to determine if the 2020-2021 data are anomalous or not.

The WVDE continues to believe that through emphasizing appropriate decision making, and the utilization of the *WV Alternate Assessment Participation Guidelines* and the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment* that districts will help the state to meet the federal requirement of the 1.0 percent state-level participation cap on the AA-AAAS.

Appendix A.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 6, 2021

The Honorable Clayton Burch
Superintendent of Schools
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305-0330

Dear Superintendent Burch:

I am writing in response to West Virginia's request on April 1, 2021, that the U.S. Department of Education (Department) waive the accountability, school identification, and related reporting requirements for the 2020-2021 school year, pursuant to the authority in section 8401 of the Elementary and Secondary Education Act of 1965 (ESEA). Specifically, West Virginia requested a waiver of:

- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.
- Report card provisions related to accountability in section 1111(h) based on data from the 2020-2021 school year. These include:
 - Section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools).
 - Section 1111(h)(1)(C)(iii)(I) (Other Academic indicator results for schools that are not high schools).
 - Section 1111(h)(1)(C)(v) (School Quality or Student Success indicator results).
 - Section 1111(h)(1)(C)(vi) (Progress toward meeting long-term goals and measurements of interim progress).
 - Section 1111(h)(2)(C) with respect, at the local educational agency (LEA) and school levels, to all waived requirements in section 1111(h)(1)(C).

After reviewing West Virginia's request, I am pleased to approve a waiver of the requirements listed above. The intent of these accountability waivers is to focus on assessments to provide information to parents, educators, and the public about student performance and to help target resources and supports. This is particularly crucial this year, due to the COVID pandemic. As a result, we also encourage you and your school districts to consider other steps within your purview to further reduce the stakes of assessments this year, such as excluding their use from students' final grades, grade promotion decisions, educator evaluations, and local school ratings.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

As part of this waiver, West Virginia assured that:

- The State will make publicly available chronic absenteeism data, either as defined in the State’s School Quality or Student Success indicator, if applicable, or *EDFacts*, disaggregated to the extent such data are available by the subgroups in ESEA section 1111(c)(2), on State and local report cards (or in another publicly available location).
- The State will make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated by the subgroups in ESEA section 1111(c)(2), to the extent such data are collected at the State or LEA level.
- Any school that is identified for comprehensive, targeted, or additional targeted support and improvement in the 2019-2020 school year (i.e., any school that was in that status as of the 2019-2020 school year), except for comprehensive support and improvement schools identified based on low graduation rates that meet the State’s exit criteria, will maintain that identification status in the 2021-2022 school year, implement its support and improvement plan, and receive appropriate supports and interventions.
- The State will identify comprehensive, targeted, and additional targeted support and improvement schools using data from the 2021-2022 school year in the fall of 2022 to ensure school identification resumes as quickly as possible.

Finally, it remains vitally important that parents, educators, and the public have access to data on student learning and success. The Department encourages States, when posting State assessment results for the 2020-2021 school year, to prominently and in clear language provide information about the context of the data, including its limitations as a result of the pandemic. For example, in a situation where participation rates are low and/or uneven across student groups as a result of the pandemic, the results should include clearly worded context that such data are incomplete and, where applicable, are not representative of the make-up of the State, district, or school population. As always, assessment data should also be viewed alongside other important measures of student outcomes and opportunity to learn data to provide a more complete perspective on resources, support, and student success.

I continue to thank you for the work you are doing to help support the social, emotional, and academic needs of your State’s students in this difficult time. If you have any questions about this waiver, please contact my staff at OESE.TitleI-a@ed.gov.

Sincerely,

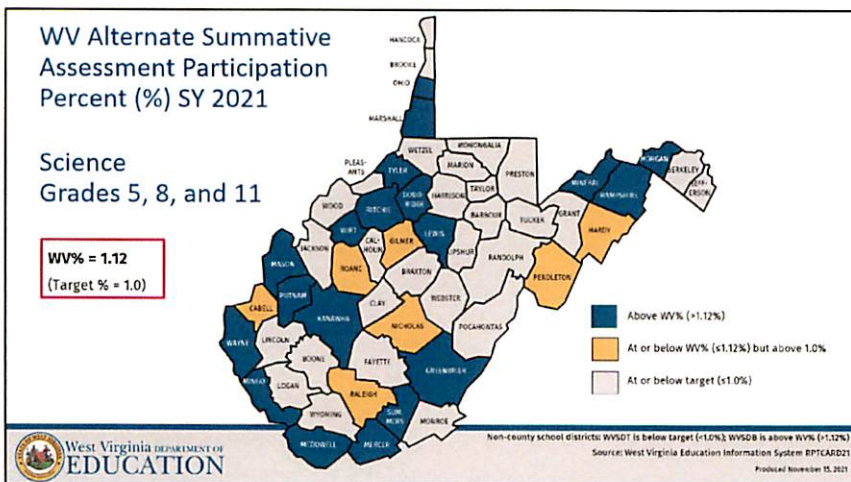
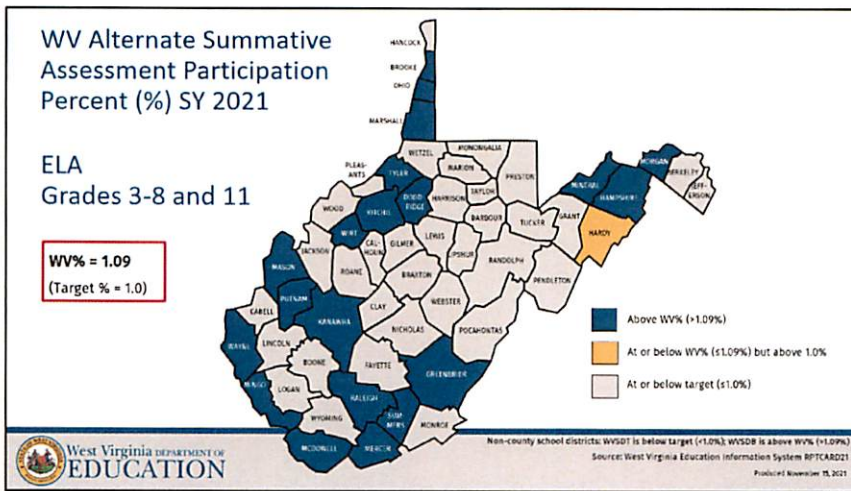
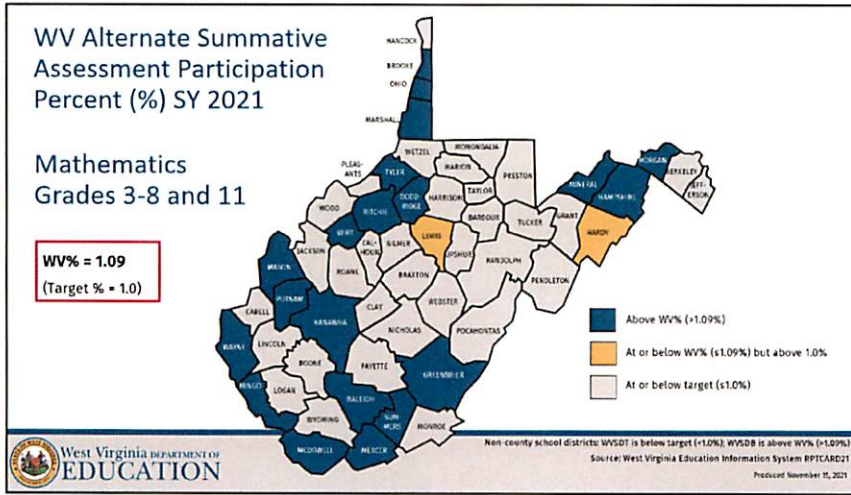


Ian Rosenblum
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Melanie Purkey, West Virginia Department of Education

Appendix B.

AA-AAAS Participation Heat Maps



Appendix C.

AA-AAAS 2021 Participation Data

Notes: Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11.
Data source: WVEIS assessment report card files.

Table 3. WV 2021 ASA Participation Percent (%) by Content Area

Math	ELA	Science
1.09	1.09	1.12

Table 4. WV Alternate Assessment Participation Percent (%) by Year and Content Area

Year	Math %	ELA/RLA %	Science
2017	1.37	1.36	1.47
2018	1.26	1.26	1.27
2019	1.22	1.22	1.28
2020	NA	NA	NA
2021	1.09	1.09	1.12

Table 5. WV 2021 ASA Participation Count (#) and Percent (%) by Grade and Content Area

Grade	Math #	Math %	ELA #	ELA %	Science #	Science %
3 rd	156	0.95	156	0.95	-	-
4 th	174	1.04	174	1.04	-	-
5 th	192	1.14	191	1.13	189	1.12
6 th	189	1.11	189	1.11	-	-
7 th	197	1.13	197	1.12	-	-
8 th	192	1.10	192	1.10	184	1.06
10 th	-	-	-	-	-	-
11 th	178	1.21	178	1.21	172	1.17
Total	1278	1.09	1277	1.09	545	1.12

Table 6. WV 2021 ASA Participation Count (#) and Percent (%) by Gender and Content Area

Gender	Math #	Math %	ELA #	ELA %	Science #	Science %
Female	439	0.77	439	0.77	184	0.77
Male	839	1.40	838	1.40	361	1.44
Total	1278	1.09	1277	1.09	545	1.12

Table 7. WV 2021 ASA Participation Count (#) and Percent (%) by Low-SES and Content Area

Status	Math #	Math %	ELA #	ELA %	Science #	Science %
Low-SES	404	1.49	404	1.49	363	1.59
Total	1278	1.09	1277	1.09	545	1.12

Table 8. WV 2021 ASA Participation Count (#) and Percent (%) by English Language Learner (ELL) Status and Content Area

Status	Math #	Math %	ELA #	ELA %	Science #	Science %
ELL	12	1.07	12	1.07	12	1.07
Total	1278	1.09	1277	1.09	545	1.12

Table 9. WV 2021 ASA Participation Count (#) and Percent (%) by Homeless Status and Content Area

Homeless status = homeless anytime throughout the school year

Status	Math #	Math %	ELA #	ELA %	Science #	Science %
Homeless	50	1.34	50	1.34	20	1.48
Total	1278	1.09	1277	1.09	545	1.12

Table 10. WV 2021 ASA Participation Count (#) and Percent (%) by Race/Ethnicity and Content Area

Race/ethnicity	Math #	Math %	ELA #	ELA %	Science #	Science %
Asian	10	1.11	10	1.11	10	1.11
Black/African American	68	1.54	68	1.54	32	1.71
Hispanic	22	0.95	22	0.95	12	0.95
American Indian/Alaskan	0	0.00	0	0.00	0	0.00
Multi-Racial	42	0.95	42	0.95	17	1.02
Pacific Islander	0	0.00	0	0.00	0	0.00
White	1135	1.08	1134	1.08	486	1.11
Total	1278	1.09	1277	1.09	545	1.12

Table 11. To reach 1.0% participation in the WV Alternate Summative Assessment:

Content Area	Current participation percent (%)	Current participation number (#)	Participation number (#) needed to reach 1.0%*	Change in participation number (+/-) to reach 1.0%*
Math	1.09	1278	1169	-109
ELA	1.09	1277	1170	-107
Science	1.12	545	488	-57

*Results for the participation number needed to reach 1.0% and the change in participation number to reach 1.0% are calculated with the assumption that the total number of students tested remain constant. Participation numbers are rounded to nearest whole number.

Table 12. WV 2021 ASA Participation Count (#) and Percent (%) by Primary Exceptionality and Content Area

Exceptionality	Math #	Math %	ELA #	ELA %	Science #	Science %
AU – Autism	357	26.84	357	26.72	140	25.78
BD – Behavioral Disorders	0	0.00	0	0.00	0	0.00
CD – Speech Language	0	0.00	0	0.00	0	0.00
DB – Deaf and Blind	0	0.00	0	0.00	0	0.00
DF – Deafness	110	10.69	110	8.84	110	7.87
HI – Hard of Hearing	0	0.00	0	0.00	0	0.00
LD – Specific Learning Disorders	0	0.00	0	0.00	0	0.00
MD – Moderate Intellectual	477	82.10	476	82.07	218	85.83
MM – Mild Intellectual	245	8.68	245	8.69	102	9.16
MS – Severe Intellectual	74	98.67	74	98.67	32	100.00
OH – Other Health Impairment	91	2.14	91	2.14	37	2.13
PH – Orthopedic	0	0.00	0	0.00	0	0.00
TB – Traumatic brain injury	10	14.71	10	14.71	10	12.14
VI – Blind / Low vision	17	12.06	17	12.06	10	7.11

Percent = percentage of students with a given primary exceptionality code participating in the ASA.