UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 26, 2021

The Honorable W. Clayton Burch
Superintendent
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 21, 2020, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement 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. The WVDE requested this waiver because, based on State data for the 2018-2019 school year, WVDE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2020-2021 school year.

After reviewing WVDE's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for school year 2020-2021, a one-year waiver extension 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 reading/language arts, 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 implementing 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.
- Assessed at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required in 2018-2019, the most recent year for which data are available.
- 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, and it will make such information publicly available.
- 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) (with the exception of incorporating principles of universal design) 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 threshold.

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.

Given the workplan submitted by WVDE, I expect to see positive results of this plan in the 2020-2021 school year and beyond. Any future requests for an extension of this waiver will be contingent on both continued progress implementing your plan and progress in reducing the percentage of students taking the AA-AAAS in all tested subjects.

Finally, in order to help all States support implementation of the 1.0 percent participation threshold for AA-AAAS participation, the Department is supporting work by the National Center on Educational Outcomes (NCEO). In 2019, NCEO published several resources that may be helpful to stakeholders in your State. They may be found online at https://nceo.info/Assessments/alternate_assessments.

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/

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

cc: Susan Beck, Executive Director,
WVDE Office of Federal Programs and Support-Special Education

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

December 21, 2020

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

Dear Madam,

According to 34 C.F.R §200.6 (c)(4), "If a State anticipates that it will exceed the cap under paragraph (c)(2) of the section with respect to any subject for which assessments are administered under §200.2 (a) (1) in any school year, the State may request the Secretary of Education waive the cap for the relevant subject, pursuant to section 8401 of the Act, for one year".

The West Virginia Department of Education (WVDE) is seeking a waiver from the United States Department of Education (USED) for the number of students that may be assessed on the Alternate Assessment-Alternate Academic Achievement Standards (AA-AAAS). The limit set by the federal government states there shall be no more than one percent of the total number of students assessed, participating in the state's alternate assessment. Based on testing data from the 2018-2019 school year, West Virginia anticipates exceeding the state-level cap for the 2020-2021 school year in the areas of English/Language Arts (ELA), mathematics and science.

The waiver request states the WVDE will take measures to ensure that only students with significant cognitive disabilities participate in the alternate assessment by:

- improving the implementation and strengthening the eligibility requirements of the West Virginia's guidelines for participation in the alternate assessment;
- reviewing and updating the WVDE's definition of students with the most significant cognitive disabilities in West Virginia Board of Education Policy 2419 Regulations for the Education of Students with Exceptionalities;
- describing steps, the WVDE will take in providing oversight to each district that the state anticipates will assess more than one percent of its assessed students in a given subject in a school year using an alternate assessment;
- addressing any disproportionality in the percentage of students taking an alternate assessment;
- developing resources for parents that includes information on West Virginia's Alternate Assessment Participation Guidelines, requirements of the AA-AAAS, and accommodations that enable students to participate in the general assessment to the maximum extent possible; and
- reporting assessment data publicly.

Thank you for taking time to read the waiver submission and to review the data and action plan that West Virginia has developed.

Sincerely,

W. Clayton Burch
State Superintendent of Schools

WCB/DEK/pd

Attachment

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West Virginia
1.0 Percent State-Level Participation Cap
Waiver Submission

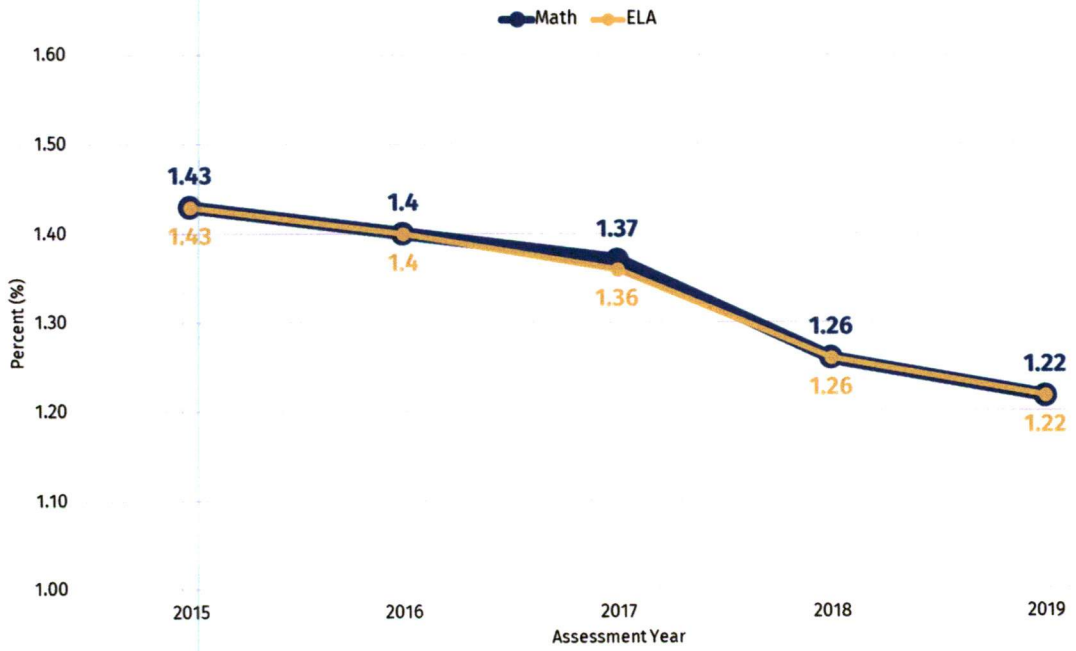
Pursuant to 34 C.F.R. 200.6(c)(4), the West Virginia Department of Education (WVDE) will seek to extend the waiver for the 2020-2021 school year from the Secretary for the United States Department of Education (USED). The regulation in question, found at 34 C.F.R. 200.6(c)(2), requires State Education Agencies such as the WVDE to limit the total number of students assessed in a subject area using an alternate assessment. The limit on the percentage of students assessed by the alternate assessment is set by the federal regulation, stating the total number of students assessed with the alternate assessment per subject area shall not exceed 1.0 percent.

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 a waiver previously granted by the USED because the most recent data (2018-2019) on the percentage of students taking West Virginia's alternate assessments in all subject areas stands at over 1.0 percent.

Participation in West Virginia Alternate State Assessments: 2015 - 2019



Notes: West Virginia Alternate Summative Assessment given in years 2015 and 2016 to Grades 3-11, and starting in 2017 to Grades 3-8 and 11; data include all 57 school districts.
Data sources: West Virginia Education Information System assessment report card file for each school year.

W. Clayton Burch
State Superintendent of Schools

Miller L. Hall
President, West Virginia Board of Education

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 from 2018 to 2019 from 1.26 to 1.22 for both math and ELA.

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 2020-2021 school year is March 29-May 28.

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 2018-2019 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 2020-2021 school year.

Table 1. Alternate State Assessment Participation by Content Area: 2018-2019

Content Area	Number (#) Participating in Statewide Assessment	Number (#) Participating in Alternate Assessment	Percent (%) Participating in Alternate Assessment
Reading Grades 3-8 and 11	132,518	1,613	1.22
Mathematics Grades 3-8 and 11	132,461	1,612	1.22
Science Grades 5, 8 and 11	55,565	712	1.28

Data source: West Virginia Education Information System RPTCRD19

(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. To date, West Virginia has met or exceeded the federal guidelines set at a participation rate of 95% of all students, including students with significant cognitive disabilities. For the 2018-2019 school year, West Virginia assessed 99% of all students in Grades 3-8 & 11 in math, ELA, and science. Additionally, 98% of special education students (in the same grade bands) were assessed in math and ELA; 97% of special education students participated in the science assessment.

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

In the fall of 2018, the WVDE required each district that anticipated it would assess more than 1.0 percent of all students assessed using AA-AAAS to provide a letter of justification as to why the district anticipated exceeding 1.0 percent. Districts were also asked to provide action steps as to how the district was going to assure that appropriate decisions were being made at Individualized Education Plan meetings regarding the identification of students assessed on the West Virginia Alternate Assessment. Districts were asked to provide written assurances that they were utilizing the *WV Alternate Assessment Participation Guidelines*.

In 2019, districts were asked to provide justification as to why they anticipated exceeding 1.0 percent state level cap on the alternate assessment. The justification template was updated by the WVDE to reflect more flexibility in responses as well as an easier format to view responses and track progress. Districts were again asked to provide written assurances that they were utilizing the *WV Alternate Assessment Participation Guidelines* and the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment.*

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 2020-2021 school year. There were 30 (of 57) districts that exceeded the 1.0 percent threshold in ELA and math content areas during the 2018-2019 school year. By comparison, in 2017-2018 there were 32 districts over the threshold, and 41 districts two years ago (2016-2017). This represents a reduction of 11 districts over three school years. The number of districts over 1.0 percent in the science content area reduced from 37 in 2017-2018 to 32 in the 2018-2019 school year. The WVDE is again requiring written assurances from districts that anticipate assessing more than 1.0 percent of their students using the AA-AAAS during the 2020-2021 school year. Districts must assure the WVDE that each IEP Team is following the *WV Alternate Assessment Participation Guidelines*, as well utilizing the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment* when making assessment participation decisions for students.

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 have assessed more than 1.0 percent of their students using AA-AAAS during the 2018-2019 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 six (6) subgroups; Black/African American, American Indian/Alaskan Native, Low-SES, English Language Learners Homeless, and Male.

Table 2. Disproportionality by Sub-Groups of Students Participating in the WV Alternate Summative Assessment: SY 2019

Sub-group	ELA (Grades 3-8 & 11)	Math (Grades 3-8 & 11)	Science (Grades 5, 8, and 11)
White	0.92	0.92	0.95
Black/African American	1.46	1.46	1.47
Hispanic	0.94	0.94	0.94
Asian	0.90	0.90	0.19
American Indian/Alaskan Native	0.72	0.72	1.53
Pacific Islander	0.00	0.00	0.00
Multiple races	0.79	0.79	0.77
Low-SES	1.45	1.45	1.47
English Language Learners	1.56	1.56	0.87
Homeless	1.26	1.26	1.28
Male	1.76	1.76	1.61
Female	0.57	0.57	0.62

Data source: West Virginia Education Information System RPTCRD19

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 reviewing 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:

- The *WV Participation Guidelines for the Alternate Assessment* to clarify participation criteria.
- 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.
- 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* provides 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* provides annual face-to-face 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 LEA 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

2020-2021 Monitoring Training and Plan:

- Identify districts with more than 1.0 percent of students taking the AA-AAAS;
- Provide training, coaching, technical assistance, support and oversight to districts to ensure appropriate decisions for participation in the AA-AAAS are made by IEP Teams;
- 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-AAS 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 one-page 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 2018-2019 school year. Data were analyzed for disproportionality among multiple subgroup categories. The subgroups that experienced disproportionality in all three assessment content areas were: Black race/ethnicity, Low-Socioeconomic Status, students who experienced homelessness at any time throughout the school year, and males. Students who were considered English language learners exhibited disproportionality for the math and ELA content areas. One new subgroup was identified for the science content area, American Indian and Alaskan Native.

The WVDE believes the 1.0 percent state-level participation cap will continue to reduce the percentage of West Virginia students participating in the AA-AAAS.

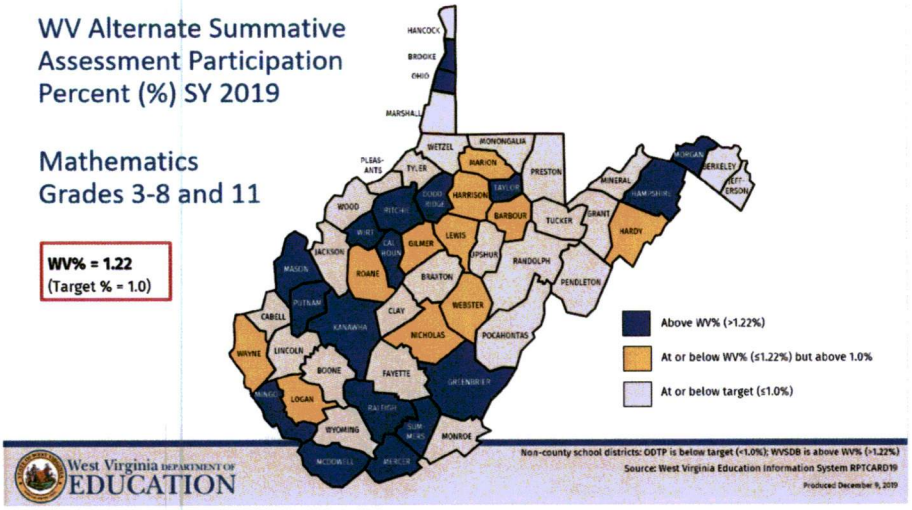
- The number of districts exceeding the 1.0 percent participation rate in math and ELA has declined over the last several years, from 41 in 2017, to 32 in 2018, to 30 districts in 2019.
- There were 82 fewer students assessed in ELA, and 86 fewer students assessed in math on the Alternate Summative Assessment (ASA) in 2019 as compared to 2018.
    - Since 2017, participation in the ASA has decreased by 240 students in ELA and 243 in math.
- For the science content area, six (6) fewer students were assessed on the ASA in 2019 than in 2018.
    - This brings the total reduction of students taking the science ASA to 132 since 2017.
- The numbers of students assessed with the ASA continue to fall among most grade levels.
- Males, who are disproportionally represented on the ASA, experienced a reduction of 59 students in math, 55 students in ELA, and 31 students in science.

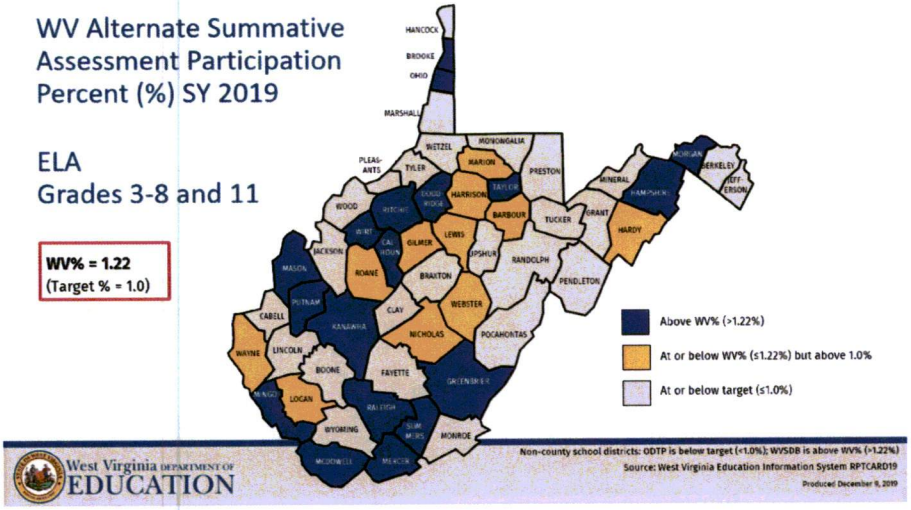
    - From 2017 to 2019 the number of males taking the ASA dropped by 153 students in math, 150 students in ELA, and 93 students in science.
- Compared to 2017 data, the number of students assessed to reach the WV goal of 1 percent has decreased by approximately 200 students for math and ELA, and by over 100 students for science.
- When looking at the ASA by exceptionality:
    - Students with the primary exceptionality of Autism are beginning to see small decreases in the percentage who take the ASA; WVDE continues to recommend districts look closely at data to ensure appropriate identification, content standards, and assessment are being provided.
    - Students with the primary exceptionality of mild intellectual disability taking the math and ELA content areas of the ASA reduced by an additional 50 students, bringing the total reduction since 2017 to nearly 150 students. The WVDE will continue to stress the importance of appropriately identifying students for the ASA to only include students with the most significant cognitive disabilities.

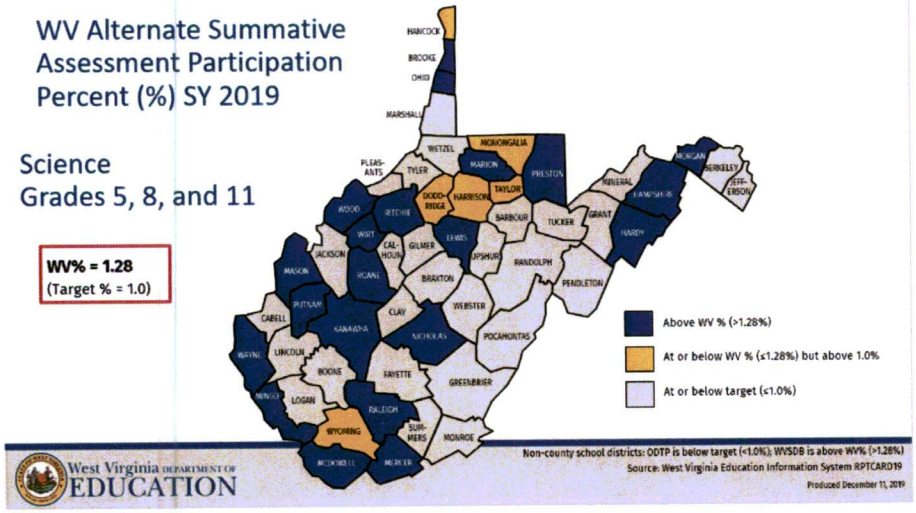
The WVDE believes that by emphasizing appropriate decision making, and the utilization of the *WV Alternate Assessment Participation Guidelines* and the *WV Rubric for the Eligibility of Students Considered for the Alternate Assessment* that districts will help the state meet the federal requirement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

Appendix A.

AA-AAAS Participation Heat Maps







Appendix B.

AA-AAAS 2019 Participation Data

West Virginia 2019 ASA Participation Percent (%) by Content Area

Math	ELA	Science
1.22	1.22	1.28

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11.
Data source: West Virginia Education Information System RPTCRD19

West Virginia Alternate Assessment Participation Percent (%) by Year and Content Area

Year	Math %	ELA/RLA %
2015	1.43	1.43
2016	1.40	1.40
2017	1.37	1.36
2018	1.26	1.26
2019	1.22	1.22

Notes: WV Alternate Summative Assessment given in years 2015 and 2016 to Grades 3-11 and starting in 2017 to Grades 3-8 and 11; data include all 57 school districts.
Data sources: West Virginia Education Information System assessment report card file for each school year.

West Virginia 2019 ASA Participation Count (#) and Percent (%) by Grade and Content Area

Grade	Math #	Math %	ELA #	ELA %	Science #	Science %
3rd	199	1.06	199	1.06	-	-
4th	211	1.09	211	1.09	-	-
5th	236	1.20	236	1.20	234	1.19
6th	221	1.12	221	1.12	-	-
7th	251	1.32	232	1.32	-	-
8th	251	1.31	251	1.31	245	1.28
10th	-	-	-	-	-	-
11th	243	1.45	243	1.45	233	1.39
Total	1612	1.22	1613	1.22	712	1.28

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11. Data source: West Virginia Education Information System RPTCRD19

West Virginia 2019 ASA Participation Count (#) and Percent (%) by Gender and Content Area

Gender	Math #	Math %	ELA #	ELA %	Science #	Science %
Female	562	0.87	562	0.87	262	0.97
Male	1050	1.54	1051	1.54	450	1.57
Total	1612	1.22	1613	1.22	712	1.28

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11. Data source: West Virginia Education Information System RPTCRD19

West Virginia 2019 ASA Participation Count (#) and Percent (%) by Low-SES and Content Area

	Math #	Math %	ELA #	ELA %	Science #	Science %
Low-SES	808	1.49	809	1.49	337	1.60
Total	1612	1.22	1613	1.22	712	1.28

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11. Data source: West Virginia Education Information System RPTCRD19

West Virginia 2019 ASA Participation Count (#) and Percent (%) by English Language Learner (ELL) Status and Content Area

	Math #	Math %	ELA #	ELA %	Science #	Science %
ELL	17	1.89	17	1.89	<10	1.12
Total	1612	1.22	1613	1.22	712	1.28

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11. Data source: West Virginia Education Information System RPTCRD19

West Virginia 2019 ASA Participation Count (#) and Percent (%) by Homeless Status and Content Area

	Math #	Math %	ELA #	ELA %	Science #	Science %
Homeless	65	1.52	65	1.52	26	1.63
Total	1612	1.22	1613	1.22	712	1.28

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11. Homeless status = homeless anytime throughout 2016-2017 school year. Data source: West Virginia Education Information System RPTCRD19

West Virginia 2019 ASA Participation Count (#) and Percent (%) by Race/Ethnicity and Content Area

Race/ethnicity	Math #	Math %	ELA #	ELA %	Science #	Science %
Asian	10	1.09	10	1.09	<10	0.24
Black/African American	96	1.74	96	1.74	43	1.85
Hispanic	30	1.15	30	1.15	13	1.21
American Indian/Alaskan	<10	0.88	<10	0.88	<10	1.96
Multi-Racial	44	0.97	44	0.97	16	0.99
Pacific Islander	0	0.00	0	0.00	0	0.00
White	1431	1.21	1432	1.21	638	1.27
Total	1612	1.22	1613	1.22	712	1.28

Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11. Data source: West Virginia Education Information System RPTCRD19

To reach 1.0 percent participation in the West Virginia 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	1.22	1612	1325	-287
ELA	1.22	1613	1325	-288
Science	1.28	712	556	-156

*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. Data source: West Virginia Education Information System RPTCRD19

West Virginia 2019 ASA Participation Count (#) and Percent (%) by Primary Exceptionality and Content Area

Exceptionality	Math #	Math %	ELA #	ELA %	Science #	Science %
AU – Autism	396	28.63	396	28.59	167	29.93
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	<10	50.00	<10	50.00	<10	50.00
DF – Deafness	<10	11.36	<10	15.00	<10	11.11
HI – Hard of Hearing	<10	0.97	<10	0.97	<10	2.50
LD – Specific Learning Disorders	<10	0.03	<10	0.03	<10	0.05
MD – Moderate Intellectual	554	87.52	555	87.54	248	88.57
MM – Mild Intellectual	409	12.62	409	12.60	188	14.58
MS – Severe Intellectual	102	99.03	102	99.03	41	97.62
OH – Other Health Impairment	107	2.45	107	2.45	47	2.64
PH – Orthopedic	<10	15.15	<10	15.15	<10	6.67
TB – Traumatic brain injury	<10	19.05	<10	19.05	<10	18.18
VI – Blind / Low vision	17	10.63	17	10.63	<10	14.29

Percent = percentage of students with a given primary exceptionality code participating in the ASA. Math and ELA content areas given to Grades 3-8 and 11. Science content area given to Grades 5, 8, and 11. Data source: West Virginia Education Information System RPTCRD19