



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

February 18, 2020

Dear Commissioner Morath:

I am writing in response to the Texas Education Agency's (TEA) request on December 20, 2019, to extend its 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. TEA requested this waiver because, based on State data for the 2018-2019 school year, TEA has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in reading/language arts and mathematics in the 2019-2020 school year.

After reviewing TEA's request, I am declining to exercise my authority under section 8401(b) of the ESEA, for school year 2019-2020, a 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 reading/language arts, mathematics and science. My reasons for denial are because TEA did not demonstrate a decrease in the percentage of students assessed with the AA-AAAS in reading/language arts, mathematics and science between 2017-2018 and 2018-2019. In addition, TEA did not demonstrate in its plan to reduce the percentage of students assessed with the AA-AAAS how it is addressing any disproportionality in the percentage of students participating in alternate assessments as required in 34 CFR 200.6(c)(4)(C). Finally, TEA also did not document substantial progress in implementing the prior year's plan and timeline regarding how the State is addressing any disproportionality in the percentage of students taking the alternate assessment, as required in 34 CFR 200.6(c)(4)(v)(C). TEA has, therefore, not demonstrated substantial progress in achieving the plan and timeline that was submitted when the State initially requested this waiver two years ago.

TEA may revise its waiver request, consistent with section 8401(b)(4)(B)(ii) of the ESEA, to meet the requirements under sections 8401(b)(1)(C) and (F). The revised waiver request must address how the requirements are met in 34 CFR 200.6(c)(4), including the requirement of demonstrating substantial progress towards achieving each component of the prior year's plan and timeline. The revised waiver request must be submitted no later than 60 days from the date of this letter.

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). I note that Texas has participated in some of these efforts and encourage your

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<http://www.ed.gov/>

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State's continued involvement. In 2019, NCEO has 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/

Frank T. Brogan,
Assistant Secretary for
Elementary and Secondary Education

cc: Tyson Kane, Executive Director of Assessment

December 20, 2019

Frank T. Brogan
Assistant Secretary
Office of Special Education Programs
Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Brogan:

I am writing to request an extension of the limited waiver received last year for the Every Student Succeeds Act (ESSA)⁽¹⁾ to allow Texas to exceed the 1.0 percent cap on the number of students statewide who participate in alternate assessments aligned with alternate academic achievement standards (AA-AAAS) for the 2019–2020 school year. The Texas Education Agency (TEA) requests an extension of this waiver because it anticipates that Texas will exceed the 1.0 percent cap for the 2019–2020 school year based on the percentage of students who took the AA-AAAS in the 2018–2019 school year. The state-level data from the previous school year is included in Attachment I. This attachment shows the percentage of students in the state and in each subgroup, who took the AA-AAAS in the 2018–2019 school year. Attachment I also includes state-level data that shows Texas has measured the achievement of at least 95 percent of all students and 95 percent of students receiving special education services who are enrolled in grades for which the assessment is required.

TEA requests an extension of this waiver while it monitors and provides additional guidance to Texas' local education agencies (LEAs) to make substantial progress toward reducing the state percentage to fewer than 1.0 percent. This waiver extension is requested for the 2019–2020 school year. Texas assures that if it is granted the extension —

- it will continue to meet all other requirements of ESSA and take additional steps to support and provide oversight to each LEA that Texas anticipates will exceed the 1.0 percent threshold to ensure that only students with the most significant cognitive disabilities take an AA-AAAS;
- it will monitor and regularly evaluate each LEA to ensure the LEA provides sufficient training such that school staff who participate as members of an individualized education program (IEP) team implement the guidelines established by Texas for participation in AA-AAAS so that all students are appropriately assessed;
- it will address any disproportionality in the percentage of students taking an AA-AAAS as identified through the data provided; and
- it has verified that each LEA that Texas anticipates will assess more than 1.0 percent of its assessed students in any subject using an AA-AAAS has followed Texas' guidelines for participation in the AA-AAAS.

Texas' progress from the previous year and updated plan for monitoring the 1.0 percent threshold on its AA-AAAS, the State of Texas Assessment of Academic Readiness (STAAR®) Alternate 2, is included as Attachment II. This updated plan provides an overview and timeline

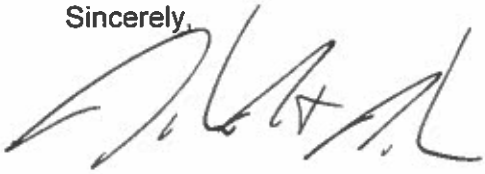
⁽¹⁾ Section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 as amended by ESSA

of the steps Texas has and will take to ensure that all students are provided the most appropriate assessment.

TEA provided all LEAs in Texas with notice and a reasonable opportunity to comment on this request. Public notice of the waiver extension request and the 30-day public comment period was published in the November 8, 2019 issue of the Texas Register. The waiver extension request has been posted on the TEA website since that time. No comments on the waiver extension were received during the public comment period.

Please feel free to contact Tyson Kane, Executive Director, Student Assessment, at Tyson.Kane@tea.texas.gov, or Julie Guthrie, Director of Policy and Publications, Student Assessment, at Julie.Guthrie@tea.texas.gov if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Morath". The signature is stylized and cursive, with a large initial "M" and "A".

Mike Morath
Commissioner of Education

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, All Students Mathematics Numerator	41,836	1.5%
All Students, STAAR Mathematics Denominator	2,821,402	
Alternate 2 Tests, All Students Reading/ELA Numerator	47,136	1.3%
All Students, STAAR Reading/ELA Denominator	3,584,899	
Alternate 2 Tests, All Students Science Numerator	16,984	1.3%
All Students, STAAR Science Denominator	1,280,714	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, All Students, EOC Algebra I Numerator	5,319	1.1%
All Students, EOC Algebra I Denominator	479,517	
Alternate 2 Tests, All Students, EOC Biology Numerator	5,161	1.1%
All Students, EOC Biology Denominator	457,713	
Alternate 2 Tests, All Students, EOC English I Numerator	5,357	0.9%
All Students, EOC English I Denominator	584,096	
Alternate 2 Tests, All Students, EOC English II Numerator	5,213	1.0%
All Students, EOC English II Denominator	541,510	
Alternate 2 Tests, Grade 3, All Students, STAAR Mathematics Numerator	6,053	1.5%
Grade 3, All Students, STAAR Mathematics Denominator	396,939	
Alternate 2 Tests, Grade 3, All Students, STAAR Reading/ELA Numerator	6,064	1.5%
Grade 3, All Students, STAAR Reading/ELA Denominator	397,961	
Alternate 2 Tests, Grade 4, All Students, STAAR Mathematics Numerator	6,505	1.6%
Grade 4, All Students, STAAR Mathematics Denominator	412,650	
Alternate 2 Tests, Grade 4, All Students, STAAR Reading/ELA Numerator	6,515	1.6%
Grade 4, All Students, STAAR Reading/ELA Denominator	413,913	
Alternate 2 Tests, Grade 5, All Students, STAAR Mathematics Numerator	6,354	1.5%
Grade 5, All Students, STAAR Mathematics Denominator	418,525	
Alternate 2 Tests, Grade 5, All Students, STAAR Reading/ELA Numerator	6,367	1.5%
Grade 5, All Students, STAAR Reading/ELA Denominator	419,979	
Alternate 2 Tests, Grade 5, All Students, STAAR Science Numerator	6,357	1.5%
Grade 5, All Students, STAAR Science Denominator	418,514	
Alternate 2 Tests, Grade 6, All Students, STAAR Mathematics Numerator	6,308	1.5%
Grade 6, All Students, STAAR Mathematics Denominator	408,712	
Alternate 2 Tests, Grade 6, All Students, STAAR Reading/ELA Numerator	6,314	1.5%
Grade 6, All Students, STAAR Reading/ELA Denominator	418,239	
Alternate 2 Tests, Grade 7, All Students, STAAR Mathematics Numerator	5,827	1.6%
Grade 7, All Students, STAAR Mathematics Denominator	360,064	
Alternate 2 Tests, Grade 7, All Students, STAAR Reading/ELA Numerator	5,833	1.4%
Grade 7, All Students, STAAR Reading/ELA Denominator	407,370	
Alternate 2 Tests, Grade 8, All Students, STAAR Mathematics Numerator	5,470	1.6%
Grade 8, All Students, STAAR Mathematics Denominator	344,995	
Alternate 2 Tests, Grade 8, All Students, STAAR Reading/ELA Numerator	5,473	1.4%
Grade 8, All Students, STAAR Reading/ELA Denominator	401,831	
Alternate 2 Tests, Grade 8, All Students, STAAR Science Numerator	5,466	1.4%
Grade 8, All Students, STAAR Science Denominator	404,487	
Alternate 2 Tests, African American Students, EOC Algebra I Numerator	937	1.4%
African American Students, EOC Algebra I Denominator	64,992	
Alternate 2 Tests, African American Students, EOC Biology Numerator	925	1.5%
African American Students, EOC Biology Denominator	60,234	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, African American Students, EOC English I Numerator	941	1.1%
African American Students, EOC English I Denominator	82,288	
Alternate 2 Tests, African American Students, EOC English II Numerator	880	1.2%
African American Students, EOC English II Denominator	71,656	
Alternate 2 Tests, Grade 3, African American Students, STAAR Mathematics Numerator	1,046	2.1%
Grade 3, African American Students, STAAR Mathematics Denominator	49,894	
Alternate 2 Tests, Grade 3, African American Students, STAAR Reading/ELA Numerator	1,045	2.1%
Grade 3, African American Students, STAAR Reading/ELA Denominator	49,918	
Alternate 2 Tests, Grade 4, African American Students, STAAR Mathematics Numerator	1,151	2.2%
Grade 4, African American Students, STAAR Mathematics Denominator	52,130	
Alternate 2 Tests, Grade 4, African American Students, STAAR Reading/ELA Numerator	1,152	2.2%
Grade 4, African American Students, STAAR Reading/ELA Denominator	52,172	
Alternate 2 Tests, Grade 5, African American Students, STAAR Mathematics Numerator	1,124	2.1%
Grade 5, African American Students, STAAR Mathematics Denominator	52,590	
Alternate 2 Tests, Grade 5, African American Students, STAAR Reading/ELA Numerator	1,124	2.1%
Grade 5, African American Students, STAAR Reading/ELA Denominator	52,692	
Alternate 2 Tests, Grade 5, African American Students, STAAR Science Numerator	1,125	2.1%
Grade 5, African American Students, STAAR Science Denominator	52,492	
Alternate 2 Tests, Grade 6, African American Students, STAAR Mathematics Numerator	1,142	2.2%
Grade 6, African American Students, STAAR Mathematics Denominator	52,613	
Alternate 2 Tests, Grade 6, African American Students, STAAR Reading/ELA Numerator	1,144	2.2%
Grade 6, African American Students, STAAR Reading/ELA Denominator	53,028	
Alternate 2 Tests, Grade 7, African American Students, STAAR Mathematics Numerator	1,080	2.3%
Grade 7, African American Students, STAAR Mathematics Denominator	47,610	
Alternate 2 Tests, Grade 7, African American Students, STAAR Reading/ELA Numerator	1,079	2.1%
Grade 7, African American Students, STAAR Reading/ELA Denominator	51,599	
Alternate 2 Tests, Grade 8, African American Students, STAAR Mathematics Numerator	967	2.1%
Grade 8, African American Students, STAAR Mathematics Denominator	46,452	
Alternate 2 Tests, Grade 8, African American Students, STAAR Reading/ELA Numerator	967	1.9%
Grade 8, African American Students, STAAR Reading/ELA Denominator	50,346	
Alternate 2 Tests, Grade 8, African American Students, STAAR Science Numerator	967	1.9%
Grade 8, African American Students, STAAR Science Denominator	51,001	
Alternate 2 Tests, Hispanic Students, EOC Algebra I Numerator	2,813	1.1%
Hispanic Students, EOC Algebra I Denominator	257,356	
Alternate 2 Tests, Hispanic Students, EOC Biology Numerator	2,690	1.1%
Hispanic Students, EOC Biology Denominator	246,285	
Alternate 2 Tests, Hispanic Students, EOC English I Numerator	2,841	0.9%
Hispanic Students, EOC English I Denominator	326,926	
Alternate 2 Tests, Hispanic Students, EOC English II Numerator	2,751	0.9%
Hispanic Students, EOC English II Denominator	304,150	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Grade 3, Hispanic Students, STAAR Mathematics Numerator	3,246	1.6%
Grade 3, Hispanic Students, STAAR Mathematics Denominator	208,127	
Alternate 2 Tests, Grade 3, Hispanic Students, STAAR Reading/ELA Numerator	3,255	1.6%
Grade 3, Hispanic Students, STAAR Reading/ELA Denominator	208,743	
Alternate 2 Tests, Grade 4, Hispanic Students, STAAR Mathematics Numerator	3,506	1.6%
Grade 4, Hispanic Students, STAAR Mathematics Denominator	219,141	
Alternate 2 Tests, Grade 4, Hispanic Students, STAAR Reading/ELA Numerator	3,514	1.6%
Grade 4, Hispanic Students, STAAR Reading/ELA Denominator	219,832	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Mathematics Numerator	3,469	1.6%
Grade 5, Hispanic Students, STAAR Mathematics Denominator	222,395	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Reading/ELA Numerator	3,479	1.6%
Grade 5, Hispanic Students, STAAR Reading/ELA Denominator	222,873	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Science Numerator	3,472	1.6%
Grade 5, Hispanic Students, STAAR Science Denominator	222,069	
Alternate 2 Tests, Grade 6, Hispanic Students, STAAR Mathematics Numerator	3,328	1.5%
Grade 6, Hispanic Students, STAAR Mathematics Denominator	217,733	
Alternate 2 Tests, Grade 6, Hispanic Students, STAAR Reading/ELA Numerator	3,332	1.5%
Grade 6, Hispanic Students, STAAR Reading/ELA Denominator	221,774	
Alternate 2 Tests, Grade 7, Hispanic Students, STAAR Mathematics Numerator	3,111	1.6%
Grade 7, Hispanic Students, STAAR Mathematics Denominator	195,435	
Alternate 2 Tests, Grade 7, Hispanic Students, STAAR Reading/ELA Numerator	3,118	1.4%
Grade 7, Hispanic Students, STAAR Reading/ELA Denominator	215,286	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Mathematics Numerator	2,828	1.5%
Grade 8, Hispanic Students, STAAR Mathematics Denominator	183,427	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Reading/ELA Numerator	2,829	1.3%
Grade 8, Hispanic Students, STAAR Reading/ELA Denominator	211,269	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Science Numerator	2,824	1.3%
Grade 8, Hispanic Students, STAAR Science Denominator	213,113	
Alternate 2 Tests, White Students, EOC Algebra I Numerator	1,233	1.0%
White Students, EOC Algebra I Denominator	124,556	
Alternate 2 Tests, White Students, EOC Biology Numerator	1,235	1.0%
White Students, EOC Biology Denominator	119,419	
Alternate 2 Tests, White Students, EOC English I Numerator	1,235	0.9%
White Students, EOC English I Denominator	138,805	
Alternate 2 Tests, White Students, EOC English II Numerator	1,271	1.0%
White Students, EOC English II Denominator	130,212	
Alternate 2 Tests, Grade 3, White Students, STAAR Mathematics Numerator	1,289	1.2%
Grade 3, White Students, STAAR Mathematics Denominator	107,886	
Alternate 2 Tests, Grade 3, White Students, STAAR Reading/ELA Numerator	1,291	1.2%
Grade 3, White Students, STAAR Reading/ELA Denominator	108,046	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Grade 4, White Students, STAAR Mathematics Numerator	1,442	1.3%
Grade 4, White Students, STAAR Mathematics Denominator	110,239	
Alternate 2 Tests, Grade 4, White Students, STAAR Reading/ELA Numerator	1,441	1.3%
Grade 4, White Students, STAAR Reading/ELA Denominator	110,530	
Alternate 2 Tests, Grade 5, White Students, STAAR Mathematics Numerator	1,344	1.2%
Grade 5, White Students, STAAR Mathematics Denominator	112,177	
Alternate 2 Tests, Grade 5, White Students, STAAR Reading/ELA Numerator	1,345	1.2%
Grade 5, White Students, STAAR Reading/ELA Denominator	112,629	
Alternate 2 Tests, Grade 5, White Students, STAAR Science Numerator	1,343	1.2%
Grade 5, White Students, STAAR Science Denominator	112,315	
Alternate 2 Tests, Grade 6, White Students, STAAR Mathematics Numerator	1,439	1.3%
Grade 6, White Students, STAAR Mathematics Denominator	109,888	
Alternate 2 Tests, Grade 6, White Students, STAAR Reading/ELA Numerator	1,439	1.3%
Grade 6, White Students, STAAR Reading/ELA Denominator	112,730	
Alternate 2 Tests, Grade 7, White Students, STAAR Mathematics Numerator	1,296	1.4%
Grade 7, White Students, STAAR Mathematics Denominator	93,451	
Alternate 2 Tests, Grade 7, White Students, STAAR Reading/ELA Numerator	1,295	1.2%
Grade 7, White Students, STAAR Reading/ELA Denominator	110,805	
Alternate 2 Tests, Grade 8, White Students, STAAR Mathematics Numerator	1,345	1.5%
Grade 8, White Students, STAAR Mathematics Denominator	92,691	
Alternate 2 Tests, Grade 8, White Students, STAAR Reading/ELA Numerator	1,346	1.2%
Grade 8, White Students, STAAR Reading/ELA Denominator	111,001	
Alternate 2 Tests, Grade 8, White Students, STAAR Science Numerator	1,345	1.2%
Grade 8, White Students, STAAR Science Denominator	111,290	
Alternate 2 Tests, American Indian Students, EOC Algebra I Numerator		
American Indian Students, EOC Algebra I Denominator	1,538	
Alternate 2 Tests, American Indian Students, EOC Biology Numerator		
American Indian Students, EOC Biology Denominator	1,486	
Alternate 2 Tests, American Indian Students, EOC English I Numerator		
American Indian Students, EOC English I Denominator	1,903	
Alternate 2 Tests, American Indian Students, EOC English II Numerator		
American Indian Students, EOC English II Denominator	1,839	
Alternate 2 Tests, Grade 3, American Indian Students, STAAR Mathematics Numerator		
Grade 3, American Indian Students, STAAR Mathematics Denominator	1,301	
Alternate 2 Tests, Grade 3, American Indian Students, STAAR Reading/ELA Numerator		
Grade 3, American Indian Students, STAAR Reading/ELA Denominator	1,303	
Alternate 2 Tests, Grade 4, American Indian Students, STAAR Mathematics Numerator	30	2.1%
Grade 4, American Indian Students, STAAR Mathematics Denominator	1,430	
Alternate 2 Tests, Grade 4, American Indian Students, STAAR Reading/ELA Numerator	30	2.1%
Grade 4, American Indian Students, STAAR Reading/ELA Denominator	1,434	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Mathematics Numerator		
Grade 5, American Indian Students, STAAR Mathematics Denominator	1,347	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Reading/ELA Numerator		
Grade 5, American Indian Students, STAAR Reading/ELA Denominator	1,352	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Science Numerator		
Grade 5, American Indian Students, STAAR Science Denominator	1,340	
Alternate 2 Tests, Grade 6, American Indian Students, STAAR Mathematics Numerator		
Grade 6, American Indian Students, STAAR Mathematics Denominator	1,296	
Alternate 2 Tests, Grade 6, American Indian Students, STAAR Reading/ELA Numerator		
Grade 6, American Indian Students, STAAR Reading/ELA Denominator	1,321	
Alternate 2 Tests, Grade 7, American Indian Students, STAAR Mathematics Numerator	31	2.6%
Grade 7, American Indian Students, STAAR Mathematics Denominator	1,212	
Alternate 2 Tests, Grade 7, American Indian Students, STAAR Reading/ELA Numerator	31	2.3%
Grade 7, American Indian Students, STAAR Reading/ELA Denominator	1,354	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Mathematics Numerator		
Grade 8, American Indian Students, STAAR Mathematics Denominator	1,115	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Reading/ELA Numerator		
Grade 8, American Indian Students, STAAR Reading/ELA Denominator	1,273	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Science Numerator		
Grade 8, American Indian Students, STAAR Science Denominator	1,267	
Alternate 2 Tests, Two or More Races Students, EOC Algebra I Numerator	99	1.0%
Two or More Races Students, EOC Algebra I Denominator	10,325	
Alternate 2 Tests, Two or More Races Students, EOC Biology Numerator	99	1.0%
Two or More Races Students, EOC Biology Denominator	9,620	
Alternate 2 Tests, Two or More Races Students, EOC English I Numerator	100	0.9%
Two or More Races Students, EOC English I Denominator	11,376	
Alternate 2 Tests, Two or More Races Students, EOC English II Numerator	94	0.9%
Two or More Races Students, EOC English II Denominator	9,960	
Alternate 2 Tests, Grade 3, Two or More Races Students, STAAR Mathematics Numerator	144	1.4%
Grade 3, Two or More Races Students, STAAR Mathematics Denominator	10,563	
Alternate 2 Tests, Grade 3, Two or More Races Students, STAAR Reading/ELA Numerator	144	1.4%
Grade 3, Two or More Races Students, STAAR Reading/ELA Denominator	10,579	
Alternate 2 Tests, Grade 4, Two or More Races Students, STAAR Mathematics Numerator	134	1.3%
Grade 4, Two or More Races Students, STAAR Mathematics Denominator	10,579	
Alternate 2 Tests, Grade 4, Two or More Races Students, STAAR Reading/ELA Numerator	134	1.3%
Grade 4, Two or More Races Students, STAAR Reading/ELA Denominator	10,620	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Mathematics Numerator	143	1.3%
Grade 5, Two or More Races Students, STAAR Mathematics Denominator	10,627	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Reading/ELA Numerator	143	1.3%
Grade 5, Two or More Races Students, STAAR Reading/ELA Denominator	10,670	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Science Numerator	143	1.3%
Grade 5, Two or More Races Students, STAAR Science Denominator	10,640	
Alternate 2 Tests, Grade 6, Two or More Races Students, STAAR Mathematics Numerator	137	1.4%
Grade 6, Two or More Races Students, STAAR Mathematics Denominator	9,971	
Alternate 2 Tests, Grade 6, Two or More Races Students, STAAR Reading/ELA Numerator	137	1.3%
Grade 6, Two or More Races Students, STAAR Reading/ELA Denominator	10,229	
Alternate 2 Tests, Grade 7, Two or More Races Students, STAAR Mathematics Numerator	103	1.3%
Grade 7, Two or More Races Students, STAAR Mathematics Denominator	8,103	
Alternate 2 Tests, Grade 7, Two or More Races Students, STAAR Reading/ELA Numerator	103	1.1%
Grade 7, Two or More Races Students, STAAR Reading/ELA Denominator	9,556	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Mathematics Numerator	89	1.1%
Grade 8, Two or More Races Students, STAAR Mathematics Denominator	7,945	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Reading/ELA Numerator	89	1.0%
Grade 8, Two or More Races Students, STAAR Reading/ELA Denominator	9,268	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Science Numerator	89	1.0%
Grade 8, Two or More Races Students, STAAR Science Denominator	9,325	
Alternate 2 Tests, Asian Students, EOC Algebra I Numerator	186	1.0%
Asian Students, EOC Algebra I Denominator	19,406	
Alternate 2 Tests, Asian Students, EOC Biology Numerator	175	0.9%
Asian Students, EOC Biology Denominator	19,449	
Alternate 2 Tests, Asian Students, EOC English I Numerator	187	0.9%
Asian Students, EOC English I Denominator	21,171	
Alternate 2 Tests, Asian Students, EOC English II Numerator	183	0.8%
Asian Students, EOC English II Denominator	22,294	
Alternate 2 Tests, Grade 3, Asian Students, STAAR Mathematics Numerator	242	1.3%
Grade 3, Asian Students, STAAR Mathematics Denominator	18,199	
Alternate 2 Tests, Grade 3, Asian Students, STAAR Reading/ELA Numerator	243	1.3%
Grade 3, Asian Students, STAAR Reading/ELA Denominator	18,353	
Alternate 2 Tests, Grade 4, Asian Students, STAAR Mathematics Numerator	201	1.1%
Grade 4, Asian Students, STAAR Mathematics Denominator	18,277	
Alternate 2 Tests, Grade 4, Asian Students, STAAR Reading/ELA Numerator	203	1.1%
Grade 4, Asian Students, STAAR Reading/ELA Denominator	18,437	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Mathematics Numerator	218	1.2%
Grade 5, Asian Students, STAAR Mathematics Denominator	18,638	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Reading/ELA Numerator	219	1.2%
Grade 5, Asian Students, STAAR Reading/ELA Denominator	18,985	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Science Numerator	218	1.2%
Grade 5, Asian Students, STAAR Science Denominator	18,911	
Alternate 2 Tests, Grade 6, Asian Students, STAAR Mathematics Numerator	199	1.2%
Grade 6, Asian Students, STAAR Mathematics Denominator	16,249	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Grade 6, Asian Students, STAAR Reading/ELA Numerator	199	1.1%
Grade 6, Asian Students, STAAR Reading/ELA Denominator	18,126	
Alternate 2 Tests, Grade 7, Asian Students, STAAR Mathematics Numerator	172	1.3%
Grade 7, Asian Students, STAAR Mathematics Denominator	13,492	
Alternate 2 Tests, Grade 7, Asian Students, STAAR Reading/ELA Numerator	173	1.0%
Grade 7, Asian Students, STAAR Reading/ELA Denominator	17,894	
Alternate 2 Tests, Grade 8, Asian Students, STAAR Mathematics Numerator	181	1.4%
Grade 8, Asian Students, STAAR Mathematics Denominator	12,703	
Alternate 2 Tests, Grade 8, Asian Students, STAAR Reading/ELA Numerator	181	1.0%
Grade 8, Asian Students, STAAR Reading/ELA Denominator	17,884	
Alternate 2 Tests, Grade 8, Asian Students, STAAR Science Numerator	181	1.0%
Grade 8, Asian Students, STAAR Science Denominator	17,740	
Alternate 2 Tests, Pacific Islander Students, EOC Algebra I Numerator		
Pacific Islander Students, EOC Algebra I Denominator	828	
Alternate 2 Tests, Pacific Islander Students, EOC Biology Numerator		
Pacific Islander Students, EOC Biology Denominator	777	
Alternate 2 Tests, Pacific Islander Students, EOC English I Numerator		
Pacific Islander Students, EOC English I Denominator	916	
Alternate 2 Tests, Pacific Islander Students, EOC English II Numerator		
Pacific Islander Students, EOC English II Denominator	851	
Alternate 2 Tests, Grade 3, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 3, Pacific Islander Students, STAAR Mathematics Denominator	624	
Alternate 2 Tests, Grade 3, Pacific Islander Students, STAAR Reading/ELA Numerator		
Grade 3, Pacific Islander Students, STAAR Reading/ELA Denominator	626	
Alternate 2 Tests, Grade 4, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 4, Pacific Islander Students, STAAR Mathematics Denominator	607	
Alternate 2 Tests, Grade 4, Pacific Islander Students, STAAR Reading/ELA Numerator		
Grade 4, Pacific Islander Students, STAAR Reading/ELA Denominator	610	
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 5, Pacific Islander Students, STAAR Mathematics Denominator	594	
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Reading/ELA Numerator		
Grade 5, Pacific Islander Students, STAAR Reading/ELA Denominator	594	
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Science Numerator		
Grade 5, Pacific Islander Students, STAAR Science Denominator	591	
Alternate 2 Tests, Grade 6, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 6, Pacific Islander Students, STAAR Mathematics Denominator	631	
Alternate 2 Tests, Grade 6, Pacific Islander Students, STAAR Reading/ELA Numerator		
Grade 6, Pacific Islander Students, STAAR Reading/ELA Denominator	640	
Alternate 2 Tests, Grade 7, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 7, Pacific Islander Students, STAAR Mathematics Denominator	534	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Grade 7, Pacific Islander Students, STAAR Reading/ELA Numerator		
Grade 7, Pacific Islander Students, STAAR Reading/ELA Denominator	603	
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 8, Pacific Islander Students, STAAR Mathematics Denominator	473	
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Reading/ELA Numerator		
Grade 8, Pacific Islander Students, STAAR Reading/ELA Denominator	568	
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Science Numerator		
Grade 8, Pacific Islander Students, STAAR Science Denominator	566	
Alternate 2 Tests, Female Students, EOC Algebra I Numerator	1,791	0.8%
Female Students, EOC Algebra I Denominator	225,804	
Alternate 2 Tests, Female Students, EOC Biology Numerator	1,739	0.8%
Female Students, EOC Biology Denominator	220,600	
Alternate 2 Tests, Female Students, EOC English I Numerator	1,806	0.7%
Female Students, EOC English I Denominator	265,662	
Alternate 2 Tests, Female Students, EOC English II Numerator	1,822	0.7%
Female Students, EOC English II Denominator	253,836	
Alternate 2 Tests, Grade 3, Female Students, STAAR Mathematics Numerator	2,024	1.0%
Grade 3, Female Students, STAAR Mathematics Denominator	193,542	
Alternate 2 Tests, Grade 3, Female Students, STAAR Reading/ELA Numerator	2,029	1.0%
Grade 3, Female Students, STAAR Reading/ELA Denominator	193,997	
Alternate 2 Tests, Grade 4, Female Students, STAAR Mathematics Numerator	2,226	1.1%
Grade 4, Female Students, STAAR Mathematics Denominator	201,466	
Alternate 2 Tests, Grade 4, Female Students, STAAR Reading/ELA Numerator	2,230	1.1%
Grade 4, Female Students, STAAR Reading/ELA Denominator	202,033	
Alternate 2 Tests, Grade 5, Female Students, STAAR Mathematics Numerator	2,135	1.0%
Grade 5, Female Students, STAAR Mathematics Denominator	204,094	
Alternate 2 Tests, Grade 5, Female Students, STAAR Reading/ELA Numerator	2,143	1.0%
Grade 5, Female Students, STAAR Reading/ELA Denominator	204,720	
Alternate 2 Tests, Grade 5, Female Students, STAAR Science Numerator	2,137	1.0%
Grade 5, Female Students, STAAR Science Denominator	204,032	
Alternate 2 Tests, Grade 6, Female Students, STAAR Mathematics Numerator	2,193	1.1%
Grade 6, Female Students, STAAR Mathematics Denominator	198,777	
Alternate 2 Tests, Grade 6, Female Students, STAAR Reading/ELA Numerator	2,194	1.1%
Grade 6, Female Students, STAAR Reading/ELA Denominator	203,288	
Alternate 2 Tests, Grade 7, Female Students, STAAR Mathematics Numerator	1,952	1.1%
Grade 7, Female Students, STAAR Mathematics Denominator	175,014	
Alternate 2 Tests, Grade 7, Female Students, STAAR Reading/ELA Numerator	1,956	1.0%
Grade 7, Female Students, STAAR Reading/ELA Denominator	198,476	
Alternate 2 Tests, Grade 8, Female Students, STAAR Mathematics Numerator	1,897	1.1%
Grade 8, Female Students, STAAR Mathematics Denominator	164,963	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Grade 8, Female Students, STAAR Reading/ELA Numerator	1,896	1.0%
Grade 8, Female Students, STAAR Reading/ELA Denominator	194,668	
Alternate 2 Tests, Grade 8, Female Students, STAAR Science Numerator	1,898	1.0%
Grade 8, Female Students, STAAR Science Denominator	196,377	
Alternate 2 Tests, Male Students, EOC Algebra I Numerator	3,528	1.4%
Male Students, EOC Algebra I Denominator	253,685	
Alternate 2 Tests, Male Students, EOC Biology Numerator	3,422	1.4%
Male Students, EOC Biology Denominator	237,102	
Alternate 2 Tests, Male Students, EOC English I Numerator	3,551	1.1%
Male Students, EOC English I Denominator	318,419	
Alternate 2 Tests, Male Students, EOC English II Numerator	3,391	1.2%
Male Students, EOC English II Denominator	287,645	
Alternate 2 Tests, Grade 3, Male Students, STAAR Mathematics Numerator	4,029	2.0%
Grade 3, Male Students, STAAR Mathematics Denominator	203,301	
Alternate 2 Tests, Grade 3, Male Students, STAAR Reading/ELA Numerator	4,035	2.0%
Grade 3, Male Students, STAAR Reading/ELA Denominator	203,868	
Alternate 2 Tests, Grade 4, Male Students, STAAR Mathematics Numerator	4,279	2.0%
Grade 4, Male Students, STAAR Mathematics Denominator	211,152	
Alternate 2 Tests, Grade 4, Male Students, STAAR Reading/ELA Numerator	4,285	2.0%
Grade 4, Male Students, STAAR Reading/ELA Denominator	211,848	
Alternate 2 Tests, Grade 5, Male Students, STAAR Mathematics Numerator	4,219	2.0%
Grade 5, Male Students, STAAR Mathematics Denominator	214,412	
Alternate 2 Tests, Grade 5, Male Students, STAAR Reading/ELA Numerator	4,224	2.0%
Grade 5, Male Students, STAAR Reading/ELA Denominator	215,239	
Alternate 2 Tests, Grade 5, Male Students, STAAR Science Numerator	4,220	2.0%
Grade 5, Male Students, STAAR Science Denominator	214,454	
Alternate 2 Tests, Grade 6, Male Students, STAAR Mathematics Numerator	4,115	2.0%
Grade 6, Male Students, STAAR Mathematics Denominator	209,885	
Alternate 2 Tests, Grade 6, Male Students, STAAR Reading/ELA Numerator	4,120	1.9%
Grade 6, Male Students, STAAR Reading/ELA Denominator	214,901	
Alternate 2 Tests, Grade 7, Male Students, STAAR Mathematics Numerator	3,875	2.1%
Grade 7, Male Students, STAAR Mathematics Denominator	185,016	
Alternate 2 Tests, Grade 7, Male Students, STAAR Reading/ELA Numerator	3,877	1.9%
Grade 7, Male Students, STAAR Reading/ELA Denominator	208,862	
Alternate 2 Tests, Grade 8, Male Students, STAAR Mathematics Numerator	3,573	2.0%
Grade 8, Male Students, STAAR Mathematics Denominator	180,006	
Alternate 2 Tests, Grade 8, Male Students, STAAR Reading/ELA Numerator	3,577	1.7%
Grade 8, Male Students, STAAR Reading/ELA Denominator	207,138	
Alternate 2 Tests, Grade 8, Male Students, STAAR Science Numerator	3,568	1.7%
Grade 8, Male Students, STAAR Science Denominator	208,083	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, Economically Disadvantaged Students, EOC Algebra I Numerator	3,669	1.3%
Economically Disadvantaged Students, EOC Algebra I Denominator	287,229	
Alternate 2 Tests, Economically Disadvantaged Students, EOC Biology Numerator	3,535	1.3%
Economically Disadvantaged Students, EOC Biology Denominator	270,350	
Alternate 2 Tests, Economically Disadvantaged Students, EOC English I Numerator	3,696	1.0%
Economically Disadvantaged Students, EOC English I Denominator	365,331	
Alternate 2 Tests, Economically Disadvantaged Students, EOC English II Numerator	3,545	1.1%
Economically Disadvantaged Students, EOC English II Denominator	326,331	
Alternate 2 Tests, Grade 3, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,342	1.7%
Grade 3, Economically Disadvantaged Students, STAAR Mathematics Denominator	248,206	
Alternate 2 Tests, Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,351	1.7%
Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	248,795	
Alternate 2 Tests, Grade 4, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,763	1.8%
Grade 4, Economically Disadvantaged Students, STAAR Mathematics Denominator	259,110	
Alternate 2 Tests, Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,774	1.8%
Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	259,741	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,650	1.8%
Grade 5, Economically Disadvantaged Students, STAAR Mathematics Denominator	260,165	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,659	1.8%
Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	260,639	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Science Numerator	4,652	1.8%
Grade 5, Economically Disadvantaged Students, STAAR Science Denominator	259,576	
Alternate 2 Tests, Grade 6, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,520	1.8%
Grade 6, Economically Disadvantaged Students, STAAR Mathematics Denominator	252,460	
Alternate 2 Tests, Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,525	1.8%
Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	256,010	
Alternate 2 Tests, Grade 7, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,179	1.8%
Grade 7, Economically Disadvantaged Students, STAAR Mathematics Denominator	226,444	
Alternate 2 Tests, Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,182	1.7%
Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	245,534	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,747	1.8%
Grade 8, Economically Disadvantaged Students, STAAR Mathematics Denominator	210,741	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,747	1.6%
Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	236,517	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Science Numerator	3,742	1.6%
Grade 8, Economically Disadvantaged Students, STAAR Science Denominator	238,497	
Alternate 2 Tests, EL Students, EOC Algebra I Numerator	397	0.5%
EL Students, EOC Algebra I Denominator	73,558	
Alternate 2 Tests, EL Students, EOC Biology Numerator	356	0.5%
EL Students, EOC Biology Denominator	72,206	

**Attachment I: Texas State-level Alternate 2 Participation Rates
2018-2019 School Year**

Description	Number	Percent
Alternate 2 Tests, EL Students, EOC English I Numerator	412	0.4%
EL Students, EOC English I Denominator	110,515	
Alternate 2 Tests, EL Students, EOC English II Numerator	637	0.6%
EL Students, EOC English II Denominator	103,666	
Alternate 2 Tests, Grade 3, EL Students, STAAR Mathematics Numerator	1,117	1.1%
Grade 3, EL Students, STAAR Mathematics Denominator	104,889	
Alternate 2 Tests, Grade 3, EL Students, STAAR Reading/ELA Numerator	1,127	1.1%
Grade 3, EL Students, STAAR Reading/ELA Denominator	105,746	
Alternate 2 Tests, Grade 4, EL Students, STAAR Mathematics Numerator	1,049	1.0%
Grade 4, EL Students, STAAR Mathematics Denominator	101,856	
Alternate 2 Tests, Grade 4, EL Students, STAAR Reading/ELA Numerator	1,060	1.0%
Grade 4, EL Students, STAAR Reading/ELA Denominator	102,597	
Alternate 2 Tests, Grade 5, EL Students, STAAR Mathematics Numerator	954	1.0%
Grade 5, EL Students, STAAR Mathematics Denominator	92,680	
Alternate 2 Tests, Grade 5, EL Students, STAAR Reading/ELA Numerator	963	1.0%
Grade 5, EL Students, STAAR Reading/ELA Denominator	93,162	
Alternate 2 Tests, Grade 5, EL Students, STAAR Science Numerator	954	1.0%
Grade 5, EL Students, STAAR Science Denominator	92,516	
Alternate 2 Tests, Grade 6, EL Students, STAAR Mathematics Numerator	803	1.0%
Grade 6, EL Students, STAAR Mathematics Denominator	80,086	
Alternate 2 Tests, Grade 6, EL Students, STAAR Reading/ELA Numerator	808	1.0%
Grade 6, EL Students, STAAR Reading/ELA Denominator	81,367	
Alternate 2 Tests, Grade 7, EL Students, STAAR Mathematics Numerator	598	0.9%
Grade 7, EL Students, STAAR Mathematics Denominator	65,833	
Alternate 2 Tests, Grade 7, EL Students, STAAR Reading/ELA Numerator	605	0.9%
Grade 7, EL Students, STAAR Reading/ELA Denominator	70,199	
Alternate 2 Tests, Grade 8, EL Students, STAAR Mathematics Numerator	474	0.8%
Grade 8, EL Students, STAAR Mathematics Denominator	59,792	
Alternate 2 Tests, Grade 8, EL Students, STAAR Reading/ELA Numerator	480	0.8%
Grade 8, EL Students, STAAR Reading/ELA Denominator	62,860	
Alternate 2 Tests, Grade 8, EL Students, STAAR Science Numerator	474	0.8%
Grade 8, EL Students, STAAR Science Denominator	62,845	

**Attachment I: Texas State-level Participation Rates
All Students
2018-2019 School Year**

Description	Number	Percent
STAAR Mathematics Numerator	2,809,750	
STAAR Mathematics Denominator	2,821,402	99.6%
STAAR Reading/ELA Numerator	3,565,111	
STAAR Reading/ELA Denominator	3,584,899	99.4%
STAAR Science Numerator	1,268,012	
STAAR Science Denominator	1,280,714	99.0%

**Attachment I: Texas State-level Participation Rates
All Students
2018-2019 School Year**

Description	Number	Percent
All Tests, All Students, EOC Algebra I Numerator	473,289	98.7%
All Students, EOC Algebra I Denominator	479,517	
All Tests, All Students, EOC Biology Numerator	451,452	98.6%
All Students, EOC Biology Denominator	457,713	
All Tests, All Students, EOC English I Numerator	577,718	98.9%
All Students, EOC English I Denominator	584,096	
All Tests, All Students, EOC English II Numerator	533,561	98.5%
All Students, EOC English II Denominator	541,510	
All Tests, Grade 3, All Students, STAAR Mathematics Numerator	396,099	99.8%
Grade 3, All Students, STAAR Mathematics Denominator	396,939	
All Tests, Grade 3, All Students, STAAR Reading/ELA Numerator	397,024	99.8%
Grade 3, All Students, STAAR Reading/ELA Denominator	397,961	
All Tests, Grade 4, All Students, STAAR Mathematics Numerator	411,824	99.8%
Grade 4, All Students, STAAR Mathematics Denominator	412,650	
All Tests, Grade 4, All Students, STAAR Reading/ELA Numerator	413,066	99.8%
Grade 4, All Students, STAAR Reading/ELA Denominator	413,913	
All Tests, Grade 5, All Students, STAAR Mathematics Numerator	418,193	99.9%
Grade 5, All Students, STAAR Mathematics Denominator	418,525	
All Tests, Grade 5, All Students, STAAR Reading/ELA Numerator	419,675	99.9%
Grade 5, All Students, STAAR Reading/ELA Denominator	419,979	
All Tests, Grade 5, All Students, STAAR Science Numerator	417,246	99.7%
Grade 5, All Students, STAAR Science Denominator	418,514	
All Tests, Grade 6, All Students, STAAR Mathematics Numerator	407,516	99.7%
Grade 6, All Students, STAAR Mathematics Denominator	408,712	
All Tests, Grade 6, All Students, STAAR Reading/ELA Numerator	417,120	99.7%
Grade 6, All Students, STAAR Reading/ELA Denominator	418,239	
All Tests, Grade 7, All Students, STAAR Mathematics Numerator	358,665	99.6%
Grade 7, All Students, STAAR Mathematics Denominator	360,064	
All Tests, Grade 7, All Students, STAAR Reading/ELA Numerator	406,056	99.7%
Grade 7, All Students, STAAR Reading/ELA Denominator	407,370	
All Tests, Grade 8, All Students, STAAR Mathematics Numerator	344,164	99.8%
Grade 8, All Students, STAAR Mathematics Denominator	344,995	
All Tests, Grade 8, All Students, STAAR Reading/ELA Numerator	400,891	99.8%
Grade 8, All Students, STAAR Reading/ELA Denominator	401,831	
All Tests, Grade 8, All Students, STAAR Science Numerator	399,314	98.7%
Grade 8, All Students, STAAR Science Denominator	404,487	

**Attachment I: Texas State-level Participation Rates
Students Receiving Special Education Services
2018-2019 School Year**

Description	Number	Percent
STAAR Mathematics Numerator	316,264	
STAAR Mathematics Denominator	318,453	99.3%
STAAR Reading/ELA Numerator	390,275	
STAAR Reading/ELA Denominator	393,647	99.1%
STAAR Science Numerator	134,919	
STAAR Science Denominator	136,661	98.7%

**Attachment I: Texas State-level Participation Rates
Students Receiving Special Education Services
2018-2019 School Year**

Description	Number	Percent
All Tests, All Students in Special Ed, EOC Algebra I Numerator	55,101	98.2%
All Students in Special Ed, EOC Algebra I Denominator	56,135	
All Tests, All Students in Special Ed, EOC Biology Numerator	49,299	97.9%
All Students in Special Ed, EOC Biology Denominator	50,340	
All Tests, All Students in Special Ed, EOC English I Numerator	69,584	98.4%
All Students in Special Ed, EOC English I Denominator	70,691	
All Tests, All Students in Special Ed, EOC English II Numerator	57,426	98.1%
All Students in Special Ed, EOC English II Denominator	58,556	
All Tests, Grade 3, All Students in Special Ed, STAAR Mathematics Numerator	44,014	99.5%
Grade 3, All Students in Special Ed, STAAR Mathematics Denominator	44,217	
All Tests, Grade 3, All Students in Special Ed, STAAR Reading/ELA Numerator	44,066	99.5%
Grade 3, All Students in Special Ed, STAAR Reading/ELA Denominator	44,282	
All Tests, Grade 4, All Students in Special Ed, STAAR Mathematics Numerator	46,374	99.6%
Grade 4, All Students in Special Ed, STAAR Mathematics Denominator	46,576	
All Tests, Grade 4, All Students in Special Ed, STAAR Reading/ELA Numerator	46,468	99.6%
Grade 4, All Students in Special Ed, STAAR Reading/ELA Denominator	46,667	
All Tests, Grade 5, All Students in Special Ed, STAAR Mathematics Numerator	46,635	99.8%
Grade 5, All Students in Special Ed, STAAR Mathematics Denominator	46,726	
All Tests, Grade 5, All Students in Special Ed, STAAR Reading/ELA Numerator	46,715	99.8%
Grade 5, All Students in Special Ed, STAAR Reading/ELA Denominator	46,793	
All Tests, Grade 5, All Students in Special Ed, STAAR Science Numerator	46,325	99.5%
Grade 5, All Students in Special Ed, STAAR Science Denominator	46,554	
All Tests, Grade 6, All Students in Special Ed, STAAR Mathematics Numerator	44,323	99.5%
Grade 6, All Students in Special Ed, STAAR Mathematics Denominator	44,556	
All Tests, Grade 6, All Students in Special Ed, STAAR Reading/ELA Numerator	44,492	99.5%
Grade 6, All Students in Special Ed, STAAR Reading/ELA Denominator	44,721	
All Tests, Grade 7, All Students in Special Ed, STAAR Mathematics Numerator	40,866	99.3%
Grade 7, All Students in Special Ed, STAAR Mathematics Denominator	41,145	
All Tests, Grade 7, All Students in Special Ed, STAAR Reading/ELA Numerator	41,576	99.4%
Grade 7, All Students in Special Ed, STAAR Reading/ELA Denominator	41,837	
All Tests, Grade 8, All Students in Special Ed, STAAR Mathematics Numerator	38,951	99.6%
Grade 8, All Students in Special Ed, STAAR Mathematics Denominator	39,098	
All Tests, Grade 8, All Students in Special Ed, STAAR Reading/ELA Numerator	39,948	99.6%
Grade 8, All Students in Special Ed, STAAR Reading/ELA Denominator	40,100	
All Tests, Grade 8, All Students in Special Ed, STAAR Science Numerator	39,295	98.8%
Grade 8, All Students in Special Ed, STAAR Science Denominator	39,767	

ATTACHMENT II

PLAN FOR DISTRICT OVERSIGHT AND SUPPORT

PURPOSE

Federal regulations under the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA) require all states to assess less than 1.0 percent of the total tested student population with an alternate assessment based on alternate academic achievement standards (AA-AAAS), i.e. the State of Texas Assessments of Academic Readiness (STAAR) Alternate 2. During the 2017—2018 school year, Texas gathered and analyzed district data which was used to determine what training and oversight was needed to assist local education agencies (LEAs). The Texas Education Agency (TEA) believes that it can assist educators and parents in making the best assessment decisions through targeted training for Individualized Education Program (IEP) teams on the updated STAAR Alternate 2 participation requirements, guidance on how to analyze local participation data, parent training explaining the nature of STAAR Alternate 2, and a statewide plan to monitor alternate assessment participation.

The purpose of the state assessment program is to measure achievement on state adopted curriculum standards and inform efforts to improve teaching and learning. The Texas alternate assessment, STAAR Alternate 2, exists to provide educators an assessment that is accessible for students with the most significant cognitive disabilities who cannot participate in the general statewide assessment, even with maximum allowable accommodations. TEA is committed to ensuring that students with special needs are provided an education with the services each student requires and are assessed with the most appropriate assessment. We are committed to ensuring that the state’s alternate assessment is administered only to those students with the most significant cognitive disabilities.

2018—2019 SCHOOL YEAR PROGRESS ON THE PRIOR YEAR’S PLAN

With the intent of ensuring that only students with the most significant cognitive disabilities take an AA-AAAS, Texas developed a plan for the 2018 1.0 percent cap waiver request that included analyzing and making data available to LEAs, providing resources and support to parents, adding a monitoring component, and delivering guidance on use of revised participation requirements and definition of significant cognitive disability to each of Texas’ 20 regions. The following is a summary of the progress on the 2018—2019 Waiver Request plan.

2018—2019 School Year Waiver Request Plan	Action	Result
Targeted Outreach and Training for LEAs Exceeding 1.0 Percent Participation Rate	Provide foundational training to guide LEAs on how to review local participation data to assure only students with most significant cognitive disabilities are being assessed with STAAR Alternate 2.	Training was provided to district testing coordinators and special education directors at 11 of Texas’ 20 region service centers. The training included a workshop component to review and analyze

		local participation data and five-step training that school districts and charters can follow to ensure they are only assessing students with the most significant cognitive disabilities with an alternate assessment.
Analyzing and Making Data Available to LEAs	Deliver alternate assessment participation data to each LEA that assessed over 1.0 percent of assessed students in spring 2018. Guide LEAs through a process to review and analyze local participation data.	Over 800 LEAs received a data resource specific to their district or school charter alternate assessment participation rates showing overall participation counts and percentages. Subgroup participation counts were also provided for each subject/grade tested, race, ethnicity, gender, economically disadvantaged, and English learners. Through a workshop setting, each LEA's district testing personnel and special education staff worked through a series of activities to analyze their participation data and determine next steps to address local procedures.
Providing Resources and Support to Parents	Provide resources to support parents in their understanding of STAAR Alternate 2 participation requirements.	The STAAR Alternate 2 Participation Requirement Companion Document was published and used during regional training to each of the over 800 LEAs with participation rates over 1.0 percent. The document shows parents a simplified flow chart of eligibility for alternate assessments. This document has also been promoted as a helpful tool for IEP teams to use when making a decision not to assess with STAAR Alternate 2. It helps illustrate how a student does not meet eligibility for the alternate assessment. Collaboration began with the Department of Special Education

		Programs to provide training to parents through their parent liaison team.
Adding a Monitoring Component	Every school district or charter school that exceeded the 1.0 percent participation rate submitted a justification/assurances document to the Student Assessment Division at the Texas Education Agency. The Division of Review and Support and the Student Assessment Division joined together to create a new special education indicator in the state’s monitoring system to monitor alternate assessment participation rates.	The justification/assurances document collected information from over 800 school districts and charter schools explaining why they have participation rates for alternate assessments exceeding the 1.0 percent. Information from this data collection supported training content and helped inform the type of technical assistance that is needed. The new special education monitoring indicator was implemented as a report only indicator for the 2018—2019 school year that will also provide important participation data specific to districts, campuses, and charter schools.
Delivering Guidance on STAAR Alternate 2 Participation Requirements and Texas’ Definition of Significant Cognitive Disability	Training provided to specific stakeholder groups such as special education directors, regional technical specialists, and state special education evaluation specialists.	Training was provided to key stakeholder groups to guide school districts and charter schools in their interpretation of the state’s definition of significant cognitive disability and how the information could lead to adjusted assessment decisions. The training provided guidance on how to use the revised STAAR Alternate 2 participation requirements and what groups of students may need to have assessment decisions reconsidered.

OVERVIEW

To continue to ensure that most students in the state are assessed with the general assessment and only students with significant cognitive disabilities are assessed with the alternate assessment, foundational training was provided to the remaining 9 regions in Texas. Now that special education directors from every region have a basic understanding of how new participation requirements should be used to make assessment

decisions for students with significant cognitive disabilities, the Student Assessment Division will provide mandatory training to a targeted group of districts and charter schools that represent large school district enrollment and whose spring 2019 STAAR Alternate 2 participation rates exceeded the state average.

Beginning November 2019, the state’s Division of Review and Support will put a special education indicator in place that is specific to the 1.0 percent participation rate for STAAR Alternate 2. The Division of Review and Support will use a checklist that includes questions specific to alternate assessment decisions during their cyclical review process. The Student Assessment Division will also continue to provide focused staff development to state leadership networks, such as special education evaluation staff, intense instruction state leads, and regional special education directors. The state leadership networks’ members will provide direct technical assistance to LEAs.

TEA’s Student Assessment Division has participated with the National Center on Educational Outcomes (NCEO) 1.0 Percent Community of Practice and analyzed data and information from other states that might inform Texas’ practice when addressing participation rates for STAAR Alternate 2. Based on a snapshot produced by the NCEO referencing 2016—2017 participation data, Texas experienced a lower AA-AAS participation rate than 19 other states in reading and 18 other states in math. (2016—2017 APR Snapshot #21 Participation and Performance Data).

Figure 1. Spring 2019 Participation Rates for STAAR Alternate 2

Description	Student Count	Percentage
Alternate 2 Tests, All Students Mathematics Numerator	41,836	1.5%
All Students, STAAR Mathematics Denominator	2,821,402	
Alternate 2 Tests, All Students Reading/ELA Numerator	47,136	1.3%
All Students, STAAR Reading/ELA Denominator	3,584,899	
Alternate 2 Tests, All Students Science Numerator	16,984	1.3%
All Students, STAAR Science Denominator	1,280,714	

Figure 1 shows statewide participation rates in mathematics, reading/ELA, and science are still above 1.0 percent; however, special populations data indicates that since the Special Education Strategic Plan has been put into place, special education referrals have been consistently increasing. Although special education referrals in Texas have had a continual increase for the years 2017 through 2019, rates of participation in STAAR Alternate 2 from 2018—2019 remained the same in reading/ELA and science. Figure 2 shows the number of students whose primary disability is identified as Intellectual Disability (ID), Autism, or Other Health Impaired. These disability categories are important to note because they are the top three categories in which the majority of students taking STAAR Alternate 2 qualify for special education services. Although there were significant increases in the number of students qualifying for special education services in these three disability categories, the percentage of students assessed with an alternate assessment out of those identified consistently decreased over the last three years. In addition, these data increase confidence that participation decisions are not being made solely on a student’s primary disability, but IEP teams are looking at each student individually to make assessment decisions. For example, in the 2018—2019 school year the number of students in grades 3-8 who were identified for special education services under the primary disability category of ID was 28,642 in 2019 but only 18,828 students with ID were assessed with an alternate assessment.

Figure 2: STAAR Alternate 2 Disability Data Compared to Statewide Disability Data

	Students in grades 3—8 tested with alternate assessment/ Students in grades 3—8 identified for special education services		
	2016—2017	2017—2018	2018—2019
Intellectual Disability (ID)	17,026/24,341	18,257/26,353	18,828/28,642
Percentage of students with ID who took an alternate assessment	69.9%	69.3%	65.7%
Autism (AU)	9,751/27,230	10,444/29,398	10,948/31,687
Percentage of students with AU who took an alternate assessment	35.8%	35.5%	34.6%
Other Health Impaired (OHI)	3,705/35,949	3,915/38,275	3,994/41,597
Percentage of students with OHI who took an alternate assessment	10.3%	10.2%	9.6%

PLAN OF ACTION TO SUPPORT AND PROVIDE OVERSIGHT

PROVIDING ENHANCED TRAINING MATERIALS AND TARGETED OUTREACH

“Addressing the 1.0 Percent Participation Rate for STAAR Alternate 2” training was delivered to over 300 special education directors and testing coordinators from the remaining 9 regions in the state. Now that foundational training has been completed, TEA will focus training and technical assistance to districts demonstrating significant needs that cannot be addressed sufficiently through the universal regional trainings. Mandatory trainings will be required of a target group of school districts and charter schools consisting of large school enrollment and participation rates above the state average. Targeted outreach to specific districts and charter schools will be accomplished through special education cyclical reviews to school districts and charter schools. The cyclical reviews will include an audit of some IEP documentation specifically related to assessment decisions. In addition, STAAR Alternate 2 participation data will be made available to the Division of Review and Support so district and charter reviews can be prioritized based on need.

Additional stakeholder specific training will be offered via various face to face and video conferencing platforms. The Student Assessment Division will also continue to provide focused staff development to state leadership networks, such as special education evaluation staff, intense instruction state leads, and regional special education directors so that they may provide technical support to districts and charter schools.

TEA is responding to a request from regional specialists to develop student profiles that the Statewide Intensive Program of Instruction lead specialists will use in regional training. The Student Assessment Division will conduct site visits and interviews to develop student profiles for use in training materials. Final student profiles will be published and posted on the STAAR Alternate 2 webpage.

ANALYZING AND MAKING AVAILABLE DATA TRENDS ACROSS THE STATE

The Student Assessment Division analyzed spring 2019 data and updated the data that will be presented during training for individual stakeholder groups. Key stakeholder training will include the presentation of

statewide data trends from spring 2019 and provide guidance for analysis of each district's and charter school's data.

Each of the almost 800 school districts and charter schools whose spring 2019 STAAR Alternate 2 participation rates exceeded 1.0 percent will receive LEA specific participation data in October 2019. The data will include participation rates by subject/grade, gender, race, ethnicity, economically disadvantaged status, and English learner status data. Each LEA's data is developed by the Division of Research and Analysis at the Texas Education Agency. LEA representatives participated in foundation training from January—September 2019 that provided guidance on data analysis.

As a result of regional trainings from January—September 2019, region specialists gathered data specific to particular districts that had exceptionally high participation rates or students identified as taking STAAR Alternate 2 with primary disability labels of Specific Learning Disability or Speech Impairment in order to provide direct technical assistance to those districts. Beginning in October 2019, the Division of Review and Support will take a greater role in reviewing and monitoring LEA participation data, which includes review of specific participation data, through a cyclical review process for key districts within the 20 regions of the state.

Updated data from the spring 2019 test administration will be presented at the state assessment conference along with trend data from 2017 through 2019.

PROVIDING RESOURCES AND SUPPORT TO PARENTS

The Student Assessment Division will develop and publish a parent resource for STAAR Alternate 2 explaining graduation for students who are assessed with the STAAR Alternate 2 assessment. The parent brochure is scheduled to be published on the TEA website in fall 2019.

TEA has created a website (TexasAssessment.gov) to provide information and resources to parents regarding the state assessment program. This website has historically been a rich media source that provides information about the general assessment, but the agency is currently developing enhancements to the website to also support the alternate assessment. Enhancements to this website will explain the what, where, when, why, and how of the STAAR Alternate 2.

The Student Assessment Division will continue to coordinate with the Division of Special Populations' parent liaison team to participate in training opportunities that provide guidance on STAAR Alternate 2 parent resources.

ADDING A MONITORING COMPONENT

All LEAs whose spring 2019 STAAR Alternate 2 data indicated they exceeded the 1.0 percent participation threshold will receive email notification and complete a justification and assurances document. LEAs are required to describe the training that was delivered to IEP teams and parents regarding participation in an alternate assessment. They are also required to provide justification for why the LEA is assessing more than 1.0 percent of their tested population with an alternate assessment. Finally, each LEA must verify the following assurances that they followed state guidelines when making assessment decisions.

- Your district/charter school implements clear and appropriate guidelines, consistent with the STAAR Alternate 2 Participation Requirements, to use in determining when a student's significant cognitive disability justifies participation in this alternate assessment.
- Your district/charter school will address any disproportionality in the percentage of students in any subgroup taking STAAR Alternate 2.
- Parents are informed when their student will be assessed based on alternate achievement standards, including information about the implications of participation in STAAR Alternate 2.

- Students with the most significant cognitive disabilities are included, to the extent possible, in the general curriculum and assessments aligned with that curriculum.
- Your district/charter school disseminates information and promotes the use of appropriate accommodations to increase the number of students with the most significant cognitive disabilities who are tested against grade-level academic achievement standards.
- General and special education teachers and other appropriate staff are knowledgeable about the administration of assessments, including making appropriate use of accommodations for students with the most significant cognitive disabilities.

The Performance-Based Monitoring Analysis System (PBMAS) is a district-level, data-driven monitoring system developed and implemented annually by Performance-Based Monitoring (PBM) Division in coordination with other TEA divisions and departments. The PBMAS for the 2019–2020 school year will include a special education indicator specifically to monitor participation rates in the alternate assessment. The new PBMAS indicator will collect data and report district information for planning purposes. For this initial year, the special education indicator will have a report only status. The inclusion of report only indicators in PBMAS provides districts with an opportunity to review current data and inform instructional programs.

The TEA Division of Review and Support will be conducting cyclical reviews to provide general supervision and monitoring of LEAs to ensure compliance with federal and state regulations and to improve services and results for students with disabilities. The cyclical reviews will assist LEAs in resolving specific issues or concerns that impact services and outcomes for students with disabilities. The district and charter school review will include IEP documentation specifically related to alternate assessment decisions and the district’s responses regarding analysis of participation data. In addition, district and charter school STAAR Alternate 2 participation data will be made available to the Division of Review and Support so that it can be included in the reviews. Specific indicators that the Division of Review and Support will be reviewing pertaining to participation in the alternate assessment include the following.

- Explain the district’s training processes for parents regarding the STAAR Alternate 2 assessment (student experience, administration of, implications for curriculum and instruction).
- Explain the district’s processes for training IEP team members on identification of students for participation in the STAAR Alternate 2 assessment.
- Did analysis of the participation data show any anomalies in campus or district trends for students participating in STAAR Alternate 2? Explain the distribution based on performance levels, disability categories, and grades/subjects or courses.
- Did analysis of the STAAR Alternate 2 participation data reveal that there was a misunderstanding in eligibility criteria that was evident across the district, or at specific campuses? Specific individual(s)? Please elaborate.
- Other possible variables that may have contributed to the overrepresentation (mitigating circumstances)?
- Explain the district’s procedures for reviewing the disability data information for students participating in the alternate assessment. Identify trends or other information discovered upon a review of this data.
- Does a review of the student’s IEP show that the most recent Full and Individual Evaluation (FIE), Present Levels of Academic Achievement and Functional Performance (PLAAFP), Accommodations, and Student Schedule accurately provide evidence of a student with a significant cognitive disability?

MEASURING THE SUCCESS OF OUR PLAN

TEA’s Student Assessment Division recognizes the minimal progress toward meeting the 1.0 percent cap on alternate assessment participate data since our original waiver was submitted and approved. However, when participation data for LEAs exceeding the 1.0-percent cap is broken out by region, the percentage of LEAs exceeding the 1.0 percent within a region decreased for more than half the regions. Over 50 percent of the regions had decreases of between 3 percent and 29 percent in the number of LEAs exceeding the cap for the last two years. The Student Assessment Division in conjunction with the Division of Review and Support will conduct in depth analysis of the regions that had significant decreases to explore the technical assistance that was provided and duplicate that assistance statewide.

It is our expectation that spring 2020 participation results will indicate a reduction in the percent of students taking an alternate assessment as IEP teams will have had sufficient time to reevaluate assessment decisions as a result of the training, guidance, and additional resources provided by TEA. In addition to adding a monitoring component, the agency’s “Addressing the 1.0 Percent Participation Rate for STAAR Alternate 2” training has been the most comprehensive action provided to LEAs. The foundational training began in January 2019, so by spring 2020 IEP teams should have had an opportunity to use the new participation requirements and adjust assessment decisions to ensure students are assessed appropriately.

TIMELINE

Texas’ assessment window for the STAAR Alternate 2 is open from March 30 to April 21, 2020. At least ninety days prior to the start of Texas’ alternate assessment window (December 20, 2019), the agency will submit a waiver request to the United States Department of Education (USDE) to assess more than 1.0 percent of assessed population in math, reading/ELA, and science.

November 2018—Present	Participate in bi-weekly calls with NCEO 1% Community of Practice.
January 10—February 4, 2019	Conduct region trainings for 11 educational service centers.
February 10, 2019	Publish companion document for STAAR Alt 2 Participation Requirements in English and Spanish.
February—April 2019	Participate in NCEO 2019 Peer Learning Group “Digging into Your Data: Building a 1% Data Analysis and Use Plan”.
May 2019	Integrate TEA’s Division of Review and Support monitoring plan with STAAR Alternate 2 monitoring plan.
June 11, 2019	Deliver South Texas Special Education Conference training on STAAR Alternate 2 participation requirements.
June—August 2019	Participate in and submit resources for NCEO 2019 Peer Learning Group, “Guiding and Evaluating District Justifications for Exceeding the 1% Cap”.
August 2019	Receive and analyze spring 2019 participation data. Update training materials.
September 3—23, 2019	Conduct region trainings for remaining 9 educational service centers.
September—October 2019	Conduct webinars to train on Differentiated Monitoring and Support (Cyclical and Targeted Reviews).
September 27, 2019	Draft text for parent resource.
October—December 2019	Participate in NCEO 2019 Peer Learning Group “Building Capacity of IEP Teams and Parents/Guardians in Making Decisions about Assessment Participation”.
October 1, 2019	Conduct remote video meeting for regional special education directors.
October 2, 2019	Provide updated training all regional and large district assessment

	specialists.
October 3, 2019	Deliver training to district testing coordinators on upcoming email notification to LEAs exceeding the 1.0 percent cap and completing the justification and assurances form.
October 18, 2019	Provide video conference to all regional assessment staff regarding 2019 updates for STAAR Alternate 2.
October 25, 2019	Provide training through online video conferencing to regional liaison support staff to discuss technical assistance.
October 25, 2019	Email 700+ districts and charter schools letter indicating participation rates over 1.0 percent, spring 2019 participation data, and link for online justification and assurances form.
October 31, 2019	Explore plan to create an active monitoring checklist and have the Student Assessment Division conduct random site visits during STAAR Alternate 2 testing window.
November 2019	Approve and post parent brochure to TEA website.
October 28—November 15, 2019	Conduct site visits and interviews to create student profiles of appropriate eligibility decisions for STAAR Alternate 2.
November 5, 2019	Present updated STAAR Alternate 2 participation data at Texas Assessment Conference.
November 18—22, 2019	Distribute drafted student profile to state network for Intensive Program of Instruction for review and comments.
November 22, 2019	Receive all justifications and assurances forms submitted by districts and charter schools.
November 22, 2019	Complete plan for targeted technical assistance to districts and charters.
November 8—December 10, 2019	Post waiver extension for public comment.
December 20, 2019	Submit waiver extension to USDE.
January 10, 2020	Publish student profiles to be used in training materials.
March 30—April 21, 2020	Administer STAAR Alternate 2 testing statewide.
August 2020	Analyze spring 2020 STAAR Alternate 2 data.