



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 9, 2023

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

Dear Commissioner Morath:

I am writing in response to the Texas Education Agency's (TEA) request on December 21, 2022, for a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), which stipulates that a State may not assess more than 1.0 percent of all students in the grades assessed using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS). TEA requested this waiver extension because, based on State data for the 2021-2022 school year, TEA has concluded that it will assess more than 1.0 percent of students using an AA-AAAS in reading/language arts (R/LA), mathematics, and science.

After reviewing TEA's waiver extension request, I am declining to exercise my authority under section 8401(b) of the ESEA to grant a one-year (school year 2022-2023) waiver of section 1111(b)(2)(D)(i)(I) of the ESEA, so that the State may assess more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics, and science using an AA-AAAS. TEA has not demonstrated progress in reducing the AA-AAAS participation rate in R/LA, mathematics, and science between the 2018-2019 and 2021-2022 school years.

If the data reported by TEA are incorrect and the State can demonstrate that it has made progress in reducing the percentage of students taking the AA-AAAS between the 2018-2019 and 2021-2022 school years, TEA may revise its waiver request, consistent with section 8401(b)(4)(B)(ii) of the ESEA, to meet the requirements under 8401(b)(1)(C) and (F) and 34 CFR § 200.6(c)(4)(ii). The revised waiver request must address how the State met the requirements in 34 CFR § 200.6(c)(4), including the requirement to demonstrate 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.

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

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

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

Sincerely,

/S/

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

cc: Julie Cole, Director of Policy and Publications, Student Assessment Division, TEA



**TEXAS ONE PERCENT CAP
WAIVER REQUEST
2022–2023 SCHOOL YEAR**

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December 2022

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Introduction

Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, addresses the provision that students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards (AA-AAAS). Federal policy limits the number of students in a state who may participate in alternate assessments to no more than 1.0 percent of students in the grades assessed. States who anticipate exceeding 1.0 percent are required to submit a waiver request to the United States Department of Education (USDE) requesting permission to exceed the 1.0 percent state cap.

The Texas Education Agency (TEA) administers the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 as its AA-AAAS. At this time, TEA does not have sufficient STAAR Alternate 2 test registration data for the 2022–2023 school year to provide an accurate estimate. Table 1 shows that the STAAR Alternate 2 participation rates for the 2021–2022 school year were 1.5 percent for mathematics, 1.4 percent for reading language arts (RLA), and 1.3 percent for science. Based on this data, TEA anticipates the state will exceed the 1.0 percent cap this school year in the number of students assessed with an AA-AAAS and is therefore filing a waiver request with the USDE.

TABLE 1. SPRING 2022 PARTICIPATION IN ALTERNATE ASSESSMENT BY SUBJECT

DESCRIPTION	NUMBER	PERCENTAGE
STAAR ALTERNATE 2 TESTS, ALL STUDENTS MATHEMATICS	43,270	1.5%
STAAR TESTS, ALL STUDENTS MATHEMATICS	2,856,986	
STAAR ALTERNATE 2 TESTS, ALL STUDENTS RLA	48,795	1.4%
STAAR TESTS, ALL STUDENTS RLA	3,537,439	
STAAR ALTERNATE 2 TESTS, ALL STUDENTS SCIENCE	17,842	1.3%
STAAR TESTS, ALL STUDENTS SCIENCE	1,337,884	

Table 2 shows the percentages (and numbers) of total students by subject who took the AA-AAAS in school years 2017–2018 through 2021–2022. Texas’ participation rates for the AA-AAAS continue to be above the 1.0 percent threshold. Compared with participation rates for the 2020–2021 school year, there was a 0.2 percent increase in mathematics, a 0.2 percent increase in RLA, and 0.1 percent increase in science. However, there were drops in the number of AA-AAAS testers and total testers in spring 2021.

TABLE 2: PARTICIPATION IN ALTERNATE ASSESSMENT BY YEAR

SCHOOL YEAR	MATHEMATICS	RLA	SCIENCE
2017–2018	1.4% (40,646/2,804,047)	1.3% (45,392/3,487,018)	1.3% (16,780/1,271,379)
2018–2019	1.5% (41,836/2,821,402)	1.3% (47,136/3,584,899)	1.3% (16,984/1,280,714)
2019–2020	COVID	COVID	COVID
2020–2021	1.3% (34,805/2,731,920)	1.2% (40,787/3,420,254)	1.2% (14,582/1,263,762)
2021–2022	1.5% (43,270/2,856,986)	1.4% (48,795/3,537,439)	1.3% (17,842/1,337,884)

TEA continues to build on collaboration with local and regional partners to ensure that only students with the most significant cognitive disabilities are participating in STAAR Alternate 2. In doing so, since the 2017–2018 school year through the 2020–2021 school year, Texas had observed downward trend rates in all three subjects. Based on that progress, TEA is requesting an extension of the waiver from the 1.0 percent cap on students who may be assessed with an AA-AAAS.

Pursuant to approval of the 1.0 percent waiver for the 2022–2023 school year, TEA assures it will continue to meet all other requirements of ESEA, including

- reporting student achievement and school performance to parents and the public;
- assessing at least 95 percent of all eligible students and 95 percent of students with disabilities;
- requiring that a local educational agency (LEA) submit information justifying the need to assess more than 1.0 percent of its students in any subject with an AA-AAAS and making the justification information publicly available;
- verifying that each LEA follows all guidelines and assurances that they will address any subgroup disproportionality in the percentage of students taking an AA-AAAS; and
- implementing system improvements to avoid exceeding the 1.0 percent cap in the future.

One Percent Waiver Request Requirements

The Code of Federal Regulations (CFR) §200.6(c)(4) indicates that if a state anticipates that it will exceed the 1.0 percent cap with respect to any subject for which AA-AAAS are administered in any school year, the state may request that the Secretary of Education waive the cap for the relevant subject for one year pursuant to section 8401 of ESSA.

I. 34 CFR §200.6(c)(4)(i): Submit 90 Days Prior to Testing

In accordance with the Code of Federal Regulations (CFR) §200.6(c)(4)(i), the waiver request must be submitted at least 90 days prior to the start of the state’s testing window for the relevant subject.

The STAAR Alternate 2 testing window for the 2022–2023 school year opens on March 27, 2023. TEA will submit a waiver request to USDE at least 90 days prior to March 27, 2023, to assess more than 1.0 percent of its assessed population in mathematics, RLA, and science with an AA-AAAS.

II. 34 CFR §200.6(c)(4)(ii): State-Level Data

In accordance with CFR §200.6(c)(4)(ii), the waiver request must provide state-level data.

Texas’ state-level data in Table 3 shows the percentage of students who took the AA-AAAS by subject in grades 3–8 and high school across several years. A review of Table 3 data indicates that 2021–2022 participation rates rebounded to pre-pandemic levels. School year 2020–2021 still had lasting effects from the COVID pandemic that resulted in decreased levels of overall test participation. When more typical school years are compared, for example 2018–2019 and 2021–2022, over half of the grades and subjects or courses did not increase in participation. No increase was found in nine of the 18 grades and subjects or courses assessed. Out of the nine grades and subjects or courses where an increase was observed, the increase was 0.2 percent or less.

TABLE 3. PARTICIPATION RATES BY GRADE AND SUBJECT OR COURSE

GRADE AND SUBJECT OR COURSE	2018–2019	2020–2021	2021–2022	CHANGE FROM SPRING 2019 TO SPRING 2022
GRADE 3 READING	1.5%	1.4%	1.7%	0.2%
GRADE 3 MATH	1.5%	1.3%	1.7%	0.2%
GRADE 4 READING	1.6%	1.4%	1.6%	0.0%
GRADE 4 MATH	1.6%	1.3%	1.6%	0.0%
GRADE 5 READING	1.5%	1.4%	1.6%	0.1%
GRADE 5 MATH	1.5%	1.3%	1.6%	0.1%
GRADE 5 SCIENCE	1.5%	1.3%	1.6%	0.1%
GRADE 6 READING	1.5%	1.3%	1.5%	0.0%

GRADE AND SUBJECT OR COURSE	2018–2019	2020–2021	2021–2022	CHANGE FROM SPRING 2019 TO SPRING 2022
GRADE 6 MATH	1.5%	1.3%	1.6%	0.1%
GRADE 7 READING	1.4%	1.2%	1.5%	0.1%
GRADE 7 MATH	1.6%	1.3%	1.7%	0.1%
GRADE 8 READING	1.4%	1.2%	1.4%	0.0%
GRADE 8 MATH	1.6%	1.3%	1.6%	0.0%
GRADE 8 SCIENCE	1.4%	1.1%	1.4%	0.0%
ALGEBRA I	1.1%	1.0%	1.1%	0.0%
ENGLISH I	0.9%	0.9%	1.0%	0.1%
ENGLISH II	1.0%	0.9%	1.0%	0.0%
BIOLOGY	1.1%	1.0%	1.1%	0.0%

A. Participation Rates by Subgroup

A state must provide state-level data to show the number and percentage of students in each subgroup of students who took the AA-AAAS.

The data in Table 4 shows the 2021–2022 participation rates by number and percentage of students who took STAAR Alternate 2 by subject and subgroup.

TABLE 4. ALTERNATE PARTICIPATION RATES BY SUBGROUP FOR 2021–2022

SUBJECT	GROUP	TOTAL NUMBER IN GRADES 3–8 & HIGH SCHOOL	NUMBER TAKING AA-AAAS IN GRADES 3–8 & HIGH SCHOOL	PERCENTAGE TAKING AA-AAAS IN GRADES 3–8 & HIGH SCHOOL
MATH	All Students	2,856,986	43,270	1.5%
MATH	African American Students	370,748	7,678	2.1%
MATH	American Indian Students	8,616	163	1.9%
MATH	Asian Students	129,638	1,644	1.3%
MATH	EL Students	680,967	7,322	1.1%
MATH	Economically Disadvantaged Students	1,735,905	30,838	1.8%
MATH	Female Students	1,380,505	14,265	1.0%
MATH	Hispanic Students	1,524,336	23,507	1.5%
MATH	Male Students	1,469,143	28,888	2.0%
MATH	Pacific Islander Students	4,420	70	1.6%
MATH	Two or More Races Students	79,229	1,120	1.4%
MATH	White Students	718,259	8,796	1.2%
RLA	All Students	3,537,439	48,795	1.4%
RLA	African American Students	455,110	8,659	1.9%
RLA	American Indian Students	10,670	188	1.8%
RLA	Asian Students	164,590	1,824	1.1%
RLA	EL Students	815,587	7,855	1.0%
RLA	Economically Disadvantaged Students	2,118,462	34,522	1.6%
RLA	Female Students	1,697,456	16,129	1.0%
RLA	Hispanic Students	1,891,139	26,477	1.4%
RLA	Male Students	1,827,140	32,519	1.8%

SUBJECT	GROUP	TOTAL NUMBER IN GRADES 3–8 & HIGH SCHOOL	NUMBER TAKING AA-AAAS IN GRADES 3–8 & HIGH SCHOOL	PERCENTAGE TAKING AA-AAAS IN GRADES 3–8 & HIGH SCHOOL
RLA	Pacific Islander Students	5,422	75	1.4%
RLA	Two or More Races Students	95,205	1,235	1.3%
RLA	White Students	884,224	9,985	1.1%
SCIENCE	All Students	1,337,884	17,842	1.3%
SCIENCE	African American Students	174,002	3,193	1.8%
SCIENCE	American Indian Students	4,027	74	1.8%
SCIENCE	Asian Students	61,303	643	1.1%
SCIENCE	EL Students	294,152	2,605	0.9%
SCIENCE	Economically Disadvantaged Students	795,333	12,515	1.6%
SCIENCE	Female Students	645,222	5,915	0.9%
SCIENCE	Hispanic Students	716,250	9,635	1.4%
SCIENCE	Male Students	687,140	11,863	1.7%
SCIENCE	Pacific Islander Students	2,043	30	1.5%
SCIENCE	Two or More Races Students	35,403	450	1.3%
SCIENCE	White Students	333,014	3,684	1.1%

B. Assessment of 95 percent of All Students

A state must provide state-level data to show the state has measured the achievement of at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which the assessment is required.

Texas follows the federal requirements for participation in statewide assessments outlined in ESEA. All students in grades 3–8, including students with disabilities, are required to take both mathematics and reading assessments annually. All students in grades 5 and 8 must take a science assessment. All high school students are required to take end-of-course (EOC) assessments in Algebra I, English I, English II, and Biology.

As shown in Table 5, Texas exceeded the federal guidelines set at 95 percent participation for all students in the 2021–2022 school year. The state’s participation rates for all students assessed was 99.2 percent in mathematics, 98.9 percent in RLA, and 98.6 percent in science. Additionally, Table 5 indicates that overall student participation rates between 2018–2019 and 2021–2022 are a strong comparison since rates remained relatively constant (less than a 0.5 percent change). This uniformity provides additional evidence that 2021–2022 overall participation rates resemble 2018–2019 pre-pandemic rates.

TABLE 5. PARTICIPATION RATES OF ALL STUDENTS

SUBJECT	ALL STUDENTS 2018–2019	ALL STUDENTS ASSESSED 2018–2019	PERCENTAGE ASSESSED 2018–2019	ALL STUDENTS 2021–2022	ALL STUDENTS ASSESSED 2021–2022	PERCENTAGE ASSESSED 2021–2022
MATH	2,821,402	2,809,750	99.6%	2,856,986	2,833,052	99.2%
RLA	3,584,899	3,565,111	99.4%	3,537,439	3,497,132	98.9%
SCIENCE	1,280,714	1,268,012	99.0%	1,337,884	1,319,369	98.6%

Table 6 shows Texas exceeded the federal guidelines set at 95 percent participation for all students with

disabilities in the 2021–2022 school year. The state’s participation rates for all students with disabilities assessed was 98.7 percent in mathematics, 98.4 percent in RLA, and 97.9 percent in science. When comparing the numbers of students with disabilities who were eligible to be assessed in 2018–2019 to 2021–2022, Texas experienced significant increases. In 2021–2022, there were 68,196 (or 21.4 percent) more students receiving special education services who were eligible to be assessed in mathematics than in 2018–2019. In 2021–2022, 61,577 (or 15.6 percent) more students receiving special education services were eligible to be assessed in RLA, and 28,863 (or 21.1 percent) more students were eligible to be assessed in science. Although the numbers of students receiving special education services increased, TEA is encouraged that the percentage of students taking the AA-AAAS did not increase at the same rates. When comparing the data in Table 2 from 2018–2019 to 2021–2022, the percentages of students with disabilities who took the AA-AAAS stayed the same for mathematics and science, at 1.5 percent and 1.3 percent, respectively. The percentage for RLA changed slightly from 1.3 percent to 1.4 percent.

TABLE 6. PARTICIPATION RATES OF STUDENTS WITH DISABILITIES

SUBJECT	ALL SPED STUDENTS 2018–2019	ALL SPED STUDENTS ASSESSED 2018–2019	PERCENTAGE ASSESSED 2018–2019	ALL SPED STUDENTS 2021–2022	ALL SPED STUDENTS ASSESSED 2021–2022	PERCENTAGE ASSESSED 2021–2022
MATH	318,453	316,264	99.3%	386,649	381,866	98.8%
RLA	393,647	390,275	99.1%	455,224	447,885	98.4%
SCIENCE	136,661	134,919	98.7%	165,524	162,085	97.9%

III. 34 CFR §200.6(c)(4)(iii): Assurances

In accordance with CFR §200.6(c)(4)(iii), the waiver must include assurances from the state that it has verified that 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 AA-AAAS has met the requirements.

In October 2022, TEA began to gather [STAAR Alternate 2 Assurances and Justification Forms](#) from the LEAs that exceeded the 1.0 percent participation rate.

A. LEAs Followed State’s Guidelines

LEAs have followed each of the state’s guidelines for students with the most significant cognitive disabilities.

The STAAR Alternate 2 Assurances and Justification forms submitted by LEAs that exceeded the 1.0 percent participation rate included acknowledgement of assurances of state guidelines that were implemented and an explanation for why participation rates exceeded 1.0 percent. The superintendent or chief administrative officer for each LEA acknowledged the following statements.

- Your district or 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 in this alternate assessment.
- Your district or 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 or 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/special education teachers and other appropriate staff are knowledgeable of the administration of assessments, including making appropriate use of accommodations for students with significant cognitive disabilities.

B. LEAs Will Address Disproportionality of Subgroups

LEAs will address any disproportionality in the percentage of students in any subgroup taking an AA-AAAS.

As a part of TEA’s oversight process, the Student Assessment Division worked in cooperation with the Performance Reporting Division to develop a simplified process for LEAs to calculate their own disproportionality, discussed in section IV-C below, based on NCEO Brief Number 18 by [Evans and Domaleski \(2019\)](#). District and region testing coordinators received information about this new process to address the disproportionality in the percentage of students taking STAAR Alternate 2 in a special training in September 2022.

In October 2022, TEA notified each LEA that exceeded the 1.0 percent participation rate for students taking an AA-AAAS. With the notification, each LEA received its STAAR Alternate 2 participation data for the 2021–2022 school year and guidance on disproportionality calculations. To address the disproportionality in the percentage of students assessed with STAAR Alternate 2, TEA directed LEAs to use the disproportionality calculations guidance to determine whether there is disproportionality in their STAAR Alternate 2 participation data. TEA directed the LEAs to develop a plan to address any disproportionality found as mentioned in the assurances and justification form the LEAs completed. The *STAAR Alternate 2 Disproportionality Calculation* guidance is also available on the [STAAR Alternate 2 Resources](#) webpage.

IV. 34 CFR §200.6(c)(4)(iv): Plan and Timeline

In accordance with CFR §200.6(c)(4)(iv), the waiver request must include a plan and timeline.

The plan in Table 7, below, outlines the phased approach TEA has taken to improve guidance on the implementation of its participation guidelines; provide oversight to, monitor, and regularly evaluate each LEA exceeding the 1.0 percent participation rate; and address any disproportionality in the percentage of students taking STAAR Alternate 2.

TABLE 7. STAAR ALTERNATE 2 PLAN

PHASE	TARGET AUDIENCE	ACTION
Phase 1	<ul style="list-style-type: none"> • Region testing coordinators • District testing coordinators • Campus administrators • Classroom teachers • Parents 	<ul style="list-style-type: none"> • Participation data to LEAs exceeding 1%, annually in fall • Face-to-face training, completed January 2019 • Release of state resources, completed March 2019
Phase 2	<ul style="list-style-type: none"> • Special education directors • Region testing coordinators • District testing coordinators 	<ul style="list-style-type: none"> • Technical assistance through regions, ongoing • Include participation data in results

PHASE	TARGET AUDIENCE	ACTION
		driven accountability data system, completed November 2021
Phase 3+	<ul style="list-style-type: none"> Classroom teachers Support staff Campus administrators Parents 	<ul style="list-style-type: none"> Online training module: STAAR Alternate 2 Eligibility, released December 2020 Online training module: STAAR Alternate 2 Overview, released December 2020 Online training module: STAAR Alternate 2 Overview for Parents, released December 2021 Online training course: STAAR Alternate 2: Before, During, and After the Assessment, released January 2022 Data-driven revisions and additions to training modules based on new Learning Management System, ongoing

The timeline in Table 8 outlines the milestones and actionable steps TEA has taken or will take this school year that will bring the state closer to meeting our overall goal of only assessing students with significant cognitive disabilities with an alternate assessment.

TABLE 8. ACTIONS

2022–2023 TIMELINE	
August 2022– May 2023	Stakeholder Survey Analysis: Review exit survey data from training modules to determine if training resources impact changes in assessment decisions. Based on this information, future resources will be considered.
August 2022– August 2023	Stakeholder Input: Quarterly meetings with statewide leadership network to discuss technical assistance need for districts over 1.0% participation rate.
September 2022	Data Analysis: TEA Student Assessment Division in cooperation with TEA Performance Reporting Division reviewed and analyzed spring 2022 assessment data.
September 2022	Beginning-of-Year Training: Region testing coordinators and special education personnel received special training on new process for disproportionality calculations.
September 2022	STAAR Accessibility Training: Region and district leadership received accessibility updates regarding allowable accommodations and improved accessibility for the general assessment. With improved accessibility tools, leaders are encouraged to consider the possibility of how increased accessibility tools may impact moving more students to the general assessment.
October 2022	Stakeholder Training: Region specialists, campus administrators, and educators received 2022–2023 assessment updates.
October 2022	STAAR Alternate 2 Participation Data for Region Support: Region testing coordinators received participation data for LEAs exceeding the 1.0% participation rate.
October 2022	LEA Notification: LEAs with participation rates exceeding 1.0% received notice and LEA-specific participation data.
October 2022	STAAR Alternate 2 Assurances and Justification: LEAs exceeding the 1.0% participation rate were requested to complete and submit an assurances and justification form.
October 2022	Disproportionality Guidance: TEA distributed STAAR Alternate 2 Disproportionality Calculation guidance and requested that LEAs, with region support, analyze their participation data for any disproportionality and develop a plan to address any disproportionality that may exist.

2022–2023 TIMELINE	
December 2022	STAAR Alternate 2 Assurances and Justification Summary: TEA analyzed LEA submitted information and posted a STAAR Alternate 2 Assurances and Justification summary, available on the STAAR Alternate 2 Resources webpage.
January 2023	Publish New Learning Management System: TEA will release a new LMS that allows LEAs and the state to track completion and quiz data.
March 2023– April 2023	Spring 2023 Testing Window: The testing window for STAAR Alternate 2 is March 27 through April 28, 2023.

A. Implementation of Guidelines

A state will improve the implementation of its guidelines.

To improve the implementation of its guidelines, phase one of the STAAR Alternate 2 plan consisted of delivering annual participation data to all LEAs exceeding the 1.0 percent cap each fall beginning in 2018. In the initial phase of this plan, TEA provided face-to-face foundational training to district testing coordinators and region testing coordinators at each of the 20 educational regions throughout the state to help guide LEAs through a process to review and analyze local participation data. 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. Delivery of agency prepared participation data to LEAs and gathering feedback on data analysis through the assurances and justification form provides TEA with additional information each year to continually improve the guidance and oversight process.

As an additional aspect of phase one, TEA updated and revised the state's participation requirements. TEA also provided a *STAAR Alternate 2 Participation Requirements Companion Document* in English and Spanish as a resource for parents that shows a simplified flowchart of eligibility for STAAR Alternate 2. Individualized education program (IEP) teams also use this resource to assist with making appropriate assessment decisions. These resources are publicly available on the TEA website at [STAAR Alternate 2 Resources](#).

In addition to updating the resources above, Texas continues to provide updated resources to parents and the general public through the Texas Assessment website. On the [STAAR Alternate 2](#) webpages, there is general information about the STAAR Alternate 2 assessment, information on how to help your child, frequently asked questions and answers, and an example and explanation of the STAAR Alternate 2 Student Report Card. Parents are able to access their students' assessment results through the TEA Family Portal. Within the family portal, Texas recently updated the family resources for students receiving special education services to include links to a new [accommodations](#) video, Texas' [Special Education Information Center](#), and the [Texas Transition and Employment Guide](#).

Phase two of the plan included support and oversight to LEAs and is discussed below, in section IV-B.

During phase three of the plan, TEA created several training modules related to STAAR Alternate 2. The first training module, STAAR Alternate 2 Eligibility, focuses on how to use the STAAR Alternate 2 participation requirements to make state testing decisions and includes case studies. The STAAR Alternate 2 Overview module is the second online module created by TEA. This module focuses on the unique characteristics of STAAR Alternate 2. These training modules are available to educators in Texas' Learning Management System (LMS). Each of the training modules includes embedded questions to assess users' understanding of the content presented. Currently, TEA uses quiz results to determine the effectiveness of each module and if any revisions are needed. However, in January 2023, TEA will

release a new LMS that allows LEAs and the state to track completion rates and quiz data to ensure the information is being disseminated and understood.

To focus on parents and give them the information necessary to make informed decisions, TEA created the [STAAR Alternate 2 Eligibility for Parents and Guardians](#) training module. This module provides parents with a general overview of the alternate assessment and guidance on eligibility.

One additional training was created in collaboration with the Texas Complex Access Network. The [STAAR Alternate 2: Before, During, and After the Assessment](#) module is a comprehensive course designed to provide guidance on test administration, accommodating the alternate assessment, and eligibility considerations for an alternate assessment. As with other training modules, TEA will continue to gather exit data on this course to determine additional training needs in the future.

B. Support and Oversight

A state will take additional steps to support and provide appropriate oversight to each LEA that the state anticipated will assess more than 1.0 percent of its students using an AA-AAAS.

The plan in Table 7 also outlines the phased approach TEA has taken to provide oversight to, monitor, and regularly evaluate each LEA exceeding the 1.0 percent participation rate.

Phase two of Texas' plan targets special education administrators and district testing coordinators. TEA collaborated with region education specialists from across the state in several face-to-face and virtual meetings to develop a direct technical assistance plan. Region specialists were presented with data for each LEA in their region and asked to complete a report describing the technical assistance that had already been provided to each LEA exceeding the 1.0 percent participation rate. The region reports also include plans to deliver technical assistance to each targeted LEA.

Another component of phase two pertains to a collaboration between TEA's Student Assessment Division and Review and Support Division. The Review and Support Division provides oversight and support to LEAs. During the 2019–20 school year, these two divisions worked together to align Results Driven Accountability indicators with ESEA guidelines for alternate assessments. These divisions joined together to create a new special education indicator in the state's monitoring system to monitor alternate assessment participation rates. As part of this cross-division collaboration, TEA also developed a new database that will make STAAR Alternate 2 participation data more accessible to LEAs along with disproportionality data.

As a part of TEA's oversight process, the Student Assessment Division in cooperation with the Performance Reporting Division analyzed data from the 2021–2022 school year to determine the support that would be provided to district and region testing coordinators through a statewide leadership network for students with intense needs. Those supports for the 2021–2022 school year are listed in Table 8, below.

C. Disproportionality of Subgroup

A state will address any disproportionality in the percentage of students taking an AA-AAAS.

TEA reviewed assessment data from the 2021–2022 school year. The disproportionality analysis followed [Evans and Domaleski's brief \(2019\)](#) recommendations to answer the following questions.

1. Is the observed alternate assessment participation rate consistent with the expectation?
2. Do the participation rates vary across student groups?

TEA investigated these questions from two different perspectives:

- (a) Are similar proportions of focal group and non-focal group students participating in the STAAR Alternate 2?
- (b) Are there are similar proportions of focal group students participating in STAAR Alternate 2 and the general assessment, STAAR?

The baselines of the expected proportions are non-focal group STAAR Alternate 2 participation rates and focal group STAAR assessment participation rates for perspectives (a) and (b), respectively. For both perspectives, TEA first calculated the participation rate (PR) for each focal group of students then quantified the difference between the observed participation rate and the expected participation rate using difference in proportions and risk ratios (RR).

The list of focal groups of students includes:

- i. Race and ethnicity
 - African American or Black
 - American Indian
 - Asian
 - Hispanic
 - Pacific Islander
 - Two or more races
 - White
- ii. Social economic status
 - Economically disadvantaged students
- iii. English proficiency
 - English learners
- iv. Gender
 - Female
 - Male

Perspective (a) compares the focal and non-focal groups of students' STAAR Alternate 2 assessment participation rates. Analysis from this perspective assumes that there should be similar proportions of students with significant cognitive disabilities between the focal group and the non-focal group. For example: $RR = 0.98/0.86 = 1.1421$. A risk ratio of 1.1421 indicates that the focal group is 1.1421 times more likely to participate in STAAR Alternate 2 than the non-focal group.

Perspective (b) compares the focal group students' STAAR Alternate 2 assessment participation rates and STAAR assessment participation rates. The assumption of the analysis from this perspective follows the definition of disproportionality in [Evans & Domaleski \(2019\)](#): "Disproportionality exists when there are atypical differences in the proportions of participants from a student group who take the alternate assessment in comparison to the general assessment." For example: $RR = 32.89/30.00 = 1.0963$. A risk ratio of 1.0963 indicates that the focal group is 1.0963 times more likely to participate in STAAR Alternate 2 than in STAAR. TEA uses the threshold risk ratio value of 2.0 for decision making.

Based on the analyses from both perspectives, the majority of the risk ratios are less than 2.0. African American students, male students, and economically disadvantaged students were more likely to be identified to participate in the 2022 STAAR Alternate 2 assessment. The risk ratios for American Indian and Pacific Islander students in certain subjects are greater than 1.5. However, these numbers need to be interpreted with caution due to the uncertainty associated with small population sizes (less than 30). In contrast, English learner students and female students were less likely to participate in STAAR Alternate 2.

Based on the disproportionality analyses at the state and local level, TEA will continue to collaborate with region testing coordinators through the statewide leadership network to address any disproportionality in the participation data at the state, region, and local level.

V. 34 CFR §200.6(c)(4)(v): Substantial Progress

In accordance with CFR §200.6(c)(4)(v), the request to extend the waiver must demonstrate substantial progress towards achieving each component of the prior year's plan and timeline.

Texas' participation rate is still above the 1.0 percent threshold. Table 1 shows that the STAAR Alternate 2 participation rates for the 2021–2022 school year were 1.5 percent for mathematics, 1.4 percent for RLA, and 1.3 percent for science. On the surface, Table 2 indicates participation rates from 2020–2021 to 2021–2022 increased in mathematics by 0.2 percent, in RLA by 0.2 percent, and in science by 0.1 percent. Yet when we dig into the data, we can see progress.

As illustrated in Table 2, there were drops in the number of AA-AAAS testers and total testers in the 2020–2021 school year. The lasting effects of the COVID pandemic resulted in decreased levels of overall test participation that year. But the data indicates that 2021–2022 participation rates rebounded to pre-pandemic levels. Therefore, we can see progress if we look at the data from the 2021–2022 school year and compare it to the data from more typical school years.

The data show that the number of students in Texas, the number of students with disabilities, and the number of students assessed with an AA-AAAS continue to increase. When comparing the numbers of students with disabilities who were eligible to be assessed in 2018–2019 to 2021–2022 from Table 6, Texas experienced significant increases—19.9 percent in mathematics, 13.8 percent in RLA, and 18.6 percent in science. Although the numbers of students receiving special education services increased significantly during this period, the percentage of students taking the AA-AAAS did not see the same increases. The percentages of students with disabilities who took the AA-AAAS from Table 2 stayed the same for mathematics and science, at 1.5 percent and 1.3 percent, respectively. The percentage for RLA only changed slightly, from 1.3 percent to 1.4 percent.

This is an indication that IEP teams across Texas are using the updated resources and trainings to ensure that only students with the most significant cognitive disabilities are participating in STAAR Alternate 2. Over the last few years, TEA has built strong collaborative relationships with regional and local special education leaders and has taken and will continue to take steps to ensure that all students with disabilities are assessed appropriately.

Appendix I: 2021–2022 Statewide Data

A. Statewide Data for Alternate Assessment

Texas State-level Alternate 2 Participation Rates by Subject, 2021–2022 School Year

Description	Number	Percentage
Alternate 2 Tests, All Students Mathematics Numerator	43,270	1.5%
All Students, STAAR Mathematics Denominator	2,856,986	
Alternate 2 Tests, All Students RLA Numerator	48,795	1.4%
All Students, STAAR RLA Denominator	3,537,439	
Alternate 2 Tests, All Students Science Numerator	17,842	1.3%
All Students, STAAR Science Denominator	1,337,884	

Texas State-level Alternate 2 Participation Rates by Test, 2021–2022 School Year

Description	Number	Percentage
Alternate 2 Tests, All Students, Algebra I Numerator	5,992	1.1%
All Students, Algebra I Denominator	569,673	
Alternate 2 Tests, All Students, Biology Numerator	5,854	1.1%
All Students, Biology Denominator	526,707	
Alternate 2 Tests, All Students, English I Numerator	6,011	1.0%
All Students, English I Denominator	596,895	
Alternate 2 Tests, All Students, English II Numerator	5,486	1.0%
All Students, English II Denominator	529,333	
Alternate 2 Tests, Grade 3, All Students, STAAR Mathematics Numerator	6,583	1.7%
Grade 3, All Students, STAAR Mathematics Denominator	388,087	
Alternate 2 Tests, Grade 3, All Students, STAAR Reading Numerator	6,585	1.7%
Grade 3, All Students, STAAR Reading Denominator	388,153	
Alternate 2 Tests, Grade 4, All Students, STAAR Mathematics Numerator	6,406	1.6%
Grade 4, All Students, STAAR Mathematics Denominator	388,837	
Alternate 2 Tests, Grade 4, All Students, STAAR Reading Numerator	6,405	1.6%
Grade 4, All Students, STAAR Reading Denominator	389,281	
Alternate 2 Tests, Grade 5, All Students, STAAR Mathematics Numerator	6,204	1.6%
Grade 5, All Students, STAAR Mathematics Denominator	391,782	
Alternate 2 Tests, Grade 5, All Students, STAAR Reading Numerator	6,205	1.6%
Grade 5, All Students, STAAR Reading Denominator	393,284	
Alternate 2 Tests, Grade 5, All Students, STAAR Science Numerator	6,198	1.6%
Grade 5, All Students, STAAR Science Denominator	393,214	
Alternate 2 Tests, Grade 6, All Students, STAAR Mathematics Numerator	6,173	1.6%
Grade 6, All Students, STAAR Mathematics Denominator	394,912	
Alternate 2 Tests, Grade 6, All Students, STAAR Reading Numerator	6,182	1.5%

Description	Number	Percentage
Grade 6, All Students, STAAR Reading Denominator	401,745	
Alternate 2 Tests, Grade 7, All Students, STAAR Mathematics Numerator	6,115	1.7%
Grade 7, All Students, STAAR Mathematics Denominator	359,062	
Alternate 2 Tests, Grade 7, All Students, STAAR Reading Numerator	6,128	1.5%
Grade 7, All Students, STAAR Reading Denominator	418,985	
Alternate 2 Tests, Grade 8, All Students, STAAR Mathematics Numerator	5,797	1.6%
Grade 8, All Students, STAAR Mathematics Denominator	364,633	
Alternate 2 Tests, Grade 8, All Students, STAAR Reading Numerator	5,793	1.4%
Grade 8, All Students, STAAR Reading Denominator	419,763	
Alternate 2 Tests, Grade 8, All Students, STAAR Science Numerator	5,790	1.4%
Grade 8, All Students, STAAR Science Denominator	417,963	

Texas State-level Alternate 2 Participation Rates by Ethnicity, 2021–2022 School Year

Description	Number	Percentage
Alternate 2 Tests, African American Students, Algebra I Numerator	1,099	1.4%
African American Students, Algebra I Denominator	78,450	
Alternate 2 Tests, African American Students, Biology Numerator	1,063	1.5%
African American Students, Biology Denominator	71,098	
Alternate 2 Tests, African American Students, English I Numerator	1,098	1.3%
African American Students, English I Denominator	81,901	
Alternate 2 Tests, African American Students, English II Numerator	982	1.4%
African American Students, English II Denominator	71,123	
Alternate 2 Tests, Grade 3, African American Students, STAAR Mathematics Numerator	1,115	2.3%
Grade 3, African American Students, STAAR Mathematics Denominator	47,893	
Alternate 2 Tests, Grade 3, African American Students, STAAR Reading Numerator	1,115	2.3%
Grade 3, African American Students, STAAR Reading Denominator	47,889	
Alternate 2 Tests, Grade 4, African American Students, STAAR Mathematics Numerator	1,096	2.3%
Grade 4, African American Students, STAAR Mathematics Denominator	48,328	
Alternate 2 Tests, Grade 4, African American Students, STAAR Reading Numerator	1,095	2.3%
Grade 4, African American Students, STAAR Reading Denominator	48,325	
Alternate 2 Tests, Grade 5, African American Students, STAAR Mathematics Numerator	1,095	2.2%
Grade 5, African American Students, STAAR Mathematics Denominator	49,493	
Alternate 2 Tests, Grade 5, African American Students, STAAR Reading Numerator	1,094	2.2%
Grade 5, African American Students, STAAR Reading Denominator	49,610	
Alternate 2 Tests, Grade 5, African American Students, STAAR Science Numerator	1,095	2.2%
Grade 5, African American Students, STAAR Science Denominator	49,601	
Alternate 2 Tests, Grade 6, African American Students, STAAR Mathematics Numerator	1,119	2.2%
Grade 6, African American Students, STAAR Mathematics Denominator	50,243	

Description	Number	Percentage
Alternate 2 Tests, Grade 6, African American Students, STAAR Reading Numerator	1,120	2.2%
Grade 6, African American Students, STAAR Reading Denominator	50,477	
Alternate 2 Tests, Grade 7, African American Students, STAAR Mathematics Numerator	1,114	2.4%
Grade 7, African American Students, STAAR Mathematics Denominator	47,144	
Alternate 2 Tests, Grade 7, African American Students, STAAR Reading Numerator	1,117	2.1%
Grade 7, African American Students, STAAR Reading Denominator	52,764	
Alternate 2 Tests, Grade 8, African American Students, STAAR Mathematics Numerator	1,040	2.1%
Grade 8, African American Students, STAAR Mathematics Denominator	49,197	
Alternate 2 Tests, Grade 8, African American Students, STAAR Reading Numerator	1,038	2.0%
Grade 8, African American Students, STAAR Reading Denominator	53,021	
Alternate 2 Tests, Grade 8, African American Students, STAAR Science Numerator	1,035	1.9%
Grade 8, African American Students, STAAR Science Denominator	53,303	
Alternate 2 Tests, Hispanic Students, Algebra I Numerator	3,125	1.0%
Hispanic Students, Algebra I Denominator	316,030	
Alternate 2 Tests, Hispanic Students, Biology Numerator	3,073	1.1%
Hispanic Students, Biology Denominator	289,971	
Alternate 2 Tests, Hispanic Students, English I Numerator	3,130	0.9%
Hispanic Students, English I Denominator	334,902	
Alternate 2 Tests, Hispanic Students, English II Numerator	2,940	1.0%
Hispanic Students, English II Denominator	290,180	
Alternate 2 Tests, Grade 3, Hispanic Students, STAAR Mathematics Numerator	3,631	1.8%
Grade 3, Hispanic Students, STAAR Mathematics Denominator	202,029	
Alternate 2 Tests, Grade 3, Hispanic Students, STAAR Reading Numerator	3,633	1.8%
Grade 3, Hispanic Students, STAAR Reading Denominator	202,019	
Alternate 2 Tests, Grade 4, Hispanic Students, STAAR Mathematics Numerator	3,525	1.7%
Grade 4, Hispanic Students, STAAR Mathematics Denominator	202,246	
Alternate 2 Tests, Grade 4, Hispanic Students, STAAR Reading Numerator	3,529	1.7%
Grade 4, Hispanic Students, STAAR Reading Denominator	202,366	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Mathematics Numerator	3,445	1.7%
Grade 5, Hispanic Students, STAAR Mathematics Denominator	205,166	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Reading Numerator	3,450	1.7%
Grade 5, Hispanic Students, STAAR Reading Denominator	205,542	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Science Numerator	3,443	1.7%
Grade 5, Hispanic Students, STAAR Science Denominator	205,522	
Alternate 2 Tests, Grade 6, Hispanic Students, STAAR Mathematics Numerator	3,350	1.6%
Grade 6, Hispanic Students, STAAR Mathematics Denominator	208,406	
Alternate 2 Tests, Grade 6, Hispanic Students, STAAR Reading Numerator	3,360	1.6%
Grade 6, Hispanic Students, STAAR Reading Denominator	210,705	

Description	Number	Percentage
Alternate 2 Tests, Grade 7, Hispanic Students, STAAR Mathematics Numerator	3,311	1.7%
Grade 7, Hispanic Students, STAAR Mathematics Denominator	196,602	
Alternate 2 Tests, Grade 7, Hispanic Students, STAAR Reading Numerator	3,316	1.5%
Grade 7, Hispanic Students, STAAR Reading Denominator	222,985	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Mathematics Numerator	3,120	1.6%
Grade 8, Hispanic Students, STAAR Mathematics Denominator	193,857	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Reading Numerator	3,119	1.4%
Grade 8, Hispanic Students, STAAR Reading Denominator	222,440	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Science Numerator	3,119	1.4%
Grade 8, Hispanic Students, STAAR Science Denominator	220,757	
Alternate 2 Tests, White Students, Algebra I Numerator	1,322	1.0%
White Students, Algebra I Denominator	130,395	
Alternate 2 Tests, White Students, Biology Numerator	1,293	1.1%
White Students, Biology Denominator	122,420	
Alternate 2 Tests, White Students, English I Numerator	1,331	1.0%
White Students, English I Denominator	133,455	
Alternate 2 Tests, White Students, English II Numerator	1,184	1.0%
White Students, English II Denominator	124,333	
Alternate 2 Tests, Grade 3, White Students, STAAR Mathematics Numerator	1,250	1.2%
Grade 3, White Students, STAAR Mathematics Denominator	101,649	
Alternate 2 Tests, Grade 3, White Students, STAAR Reading Numerator	1,250	1.2%
Grade 3, White Students, STAAR Reading Denominator	101,654	
Alternate 2 Tests, Grade 4, White Students, STAAR Mathematics Numerator	1,273	1.2%
Grade 4, White Students, STAAR Mathematics Denominator	102,155	
Alternate 2 Tests, Grade 4, White Students, STAAR Reading Numerator	1,272	1.2%
Grade 4, White Students, STAAR Reading Denominator	102,364	
Alternate 2 Tests, Grade 5, White Students, STAAR Mathematics Numerator	1,167	1.1%
Grade 5, White Students, STAAR Mathematics Denominator	101,836	
Alternate 2 Tests, Grade 5, White Students, STAAR Reading Numerator	1,164	1.1%
Grade 5, White Students, STAAR Reading Denominator	102,402	
Alternate 2 Tests, Grade 5, White Students, STAAR Science Numerator	1,164	1.1%
Grade 5, White Students, STAAR Science Denominator	102,381	
Alternate 2 Tests, Grade 6, White Students, STAAR Mathematics Numerator	1,247	1.2%
Grade 6, White Students, STAAR Mathematics Denominator	102,423	
Alternate 2 Tests, Grade 6, White Students, STAAR Reading Numerator	1,244	1.2%
Grade 6, White Students, STAAR Reading Denominator	104,565	
Alternate 2 Tests, Grade 7, White Students, STAAR Mathematics Numerator	1,309	1.5%
Grade 7, White Students, STAAR Mathematics Denominator	87,341	

Description	Number	Percentage
Alternate 2 Tests, Grade 7, White Students, STAAR Reading Numerator	1,313	1.2%
Grade 7, White Students, STAAR Reading Denominator	107,084	
Alternate 2 Tests, Grade 8, White Students, STAAR Mathematics Numerator	1,228	1.3%
Grade 8, White Students, STAAR Mathematics Denominator	92,460	
Alternate 2 Tests, Grade 8, White Students, STAAR Reading Numerator	1,227	1.1%
Grade 8, White Students, STAAR Reading Denominator	108,367	
Alternate 2 Tests, Grade 8, White Students, STAAR Science Numerator	1,227	1.1%
Grade 8, White Students, STAAR Science Denominator	108,213	
Alternate 2 Tests, American Indian Students, Algebra I Numerator		
American Indian Students, Algebra I Denominator	1,773	
Alternate 2 Tests, American Indian Students, Biology Numerator		
American Indian Students, Biology Denominator	1,630	
Alternate 2 Tests, American Indian Students, English I Numerator		
American Indian Students, English I Denominator	1,835	
Alternate 2 Tests, American Indian Students, English II Numerator		
American Indian Students, English II Denominator	1,650	
Alternate 2 Tests, Grade 3, American Indian Students, STAAR Mathematics Numerator		
Grade 3, American Indian Students, STAAR Mathematics Denominator	1,092	
Alternate 2 Tests, Grade 3, American Indian Students, STAAR Reading Numerator		
Grade 3, American Indian Students, STAAR Reading Denominator	1,093	
Alternate 2 Tests, Grade 4, American Indian Students, STAAR Mathematics Numerator		%
Grade 4, American Indian Students, STAAR Mathematics Denominator	1,128	
Alternate 2 Tests, Grade 4, American Indian Students, STAAR Reading Numerator		%
Grade 4, American Indian Students, STAAR Reading Denominator	1,125	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Mathematics Numerator		%
Grade 5, American Indian Students, STAAR Mathematics Denominator	1,146	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Reading Numerator		%
Grade 5, American Indian Students, STAAR Reading Denominator	1,148	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Science Numerator		%
Grade 5, American Indian Students, STAAR Science Denominator	1,147	
Alternate 2 Tests, Grade 6, American Indian Students, STAAR Mathematics Numerator		%
Grade 6, American Indian Students, STAAR Mathematics Denominator	1,220	
Alternate 2 Tests, Grade 6, American Indian Students, STAAR Reading Numerator		
Grade 6, American Indian Students, STAAR Reading Denominator	1,227	
Alternate 2 Tests, Grade 7, American Indian Students, STAAR Mathematics Numerator		
Grade 7, American Indian Students, STAAR Mathematics Denominator	1,163	
Alternate 2 Tests, Grade 7, American Indian Students, STAAR Reading Numerator		
Grade 7, American Indian Students, STAAR Reading Denominator	1,335	

Description	Number	Percentage
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Mathematics Numerator		
Grade 8, American Indian Students, STAAR Mathematics Denominator	1,094	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Reading Numerator		
Grade 8, American Indian Students, STAAR Reading Denominator	1,257	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Science Numerator		
Grade 8, American Indian Students, STAAR Science Denominator	1,250	
Alternate 2 Tests, Two or More Races Students, Algebra I Numerator	143	1.1%
Two or More Races Students, Algebra I Denominator	13,565	
Alternate 2 Tests, Two or More Races Students, Biology Numerator	131	1.0%
Two or More Races Students, Biology Denominator	12,685	
Alternate 2 Tests, Two or More Races Students, English I Numerator	146	1.1%
Two or More Races Students, English I Denominator	13,772	
Alternate 2 Tests, Two or More Races Students, English II Numerator	112	0.9%
Two or More Races Students, English II Denominator	12,210	
Alternate 2 Tests, Grade 3, Two or More Races Students, STAAR Mathematics Numerator	199	1.7%
Grade 3, Two or More Races Students, STAAR Mathematics Denominator	11,979	
Alternate 2 Tests, Grade 3, Two or More Races Students, STAAR Reading Numerator	199	1.7%
Grade 3, Two or More Races Students, STAAR Reading Denominator	11,985	
Alternate 2 Tests, Grade 4, Two or More Races Students, STAAR Mathematics Numerator	182	1.6%
Grade 4, Two or More Races Students, STAAR Mathematics Denominator	11,489	
Alternate 2 Tests, Grade 4, Two or More Races Students, STAAR Reading Numerator	182	1.6%
Grade 4, Two or More Races Students, STAAR Reading Denominator	11,530	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Mathematics Numerator	174	1.5%
Grade 5, Two or More Races Students, STAAR Mathematics Denominator	11,446	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Reading Numerator	174	1.5%
Grade 5, Two or More Races Students, STAAR Reading Denominator	11,513	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Science Numerator	174	1.5%
Grade 5, Two or More Races Students, STAAR Science Denominator	11,510	
Alternate 2 Tests, Grade 6, Two or More Races Students, STAAR Mathematics Numerator	148	1.3%
Grade 6, Two or More Races Students, STAAR Mathematics Denominator	11,367	
Alternate 2 Tests, Grade 6, Two or More Races Students, STAAR Reading Numerator	148	1.3%
Grade 6, Two or More Races Students, STAAR Reading Denominator	11,592	
Alternate 2 Tests, Grade 7, Two or More Races Students, STAAR Mathematics Numerator	129	1.4%
Grade 7, Two or More Races Students, STAAR Mathematics Denominator	9,346	
Alternate 2 Tests, Grade 7, Two or More Races Students, STAAR Reading Numerator	129	1.1%
Grade 7, Two or More Races Students, STAAR Reading Denominator	11,418	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Mathematics Numerator	145	1.4%
Grade 8, Two or More Races Students, STAAR Mathematics Denominator	10,037	

Description	Number	Percentage
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Reading Numerator	145	1.3%
Grade 8, Two or More Races Students, STAAR Reading Denominator	11,185	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Science Numerator	145	1.3%
Grade 8, Two or More Races Students, STAAR Science Denominator	11,208	
Alternate 2 Tests, Asian Students, Algebra I Numerator	190	0.9%
Asian Students, Algebra I Denominator	21,811	
Alternate 2 Tests, Asian Students, Biology Numerator	191	0.9%
Asian Students, Biology Denominator	21,388	
Alternate 2 Tests, Asian Students, English I Numerator	195	0.9%
Asian Students, English I Denominator	22,305	
Alternate 2 Tests, Asian Students, English II Numerator	177	0.8%
Asian Students, English II Denominator	21,277	
Alternate 2 Tests, Grade 3, Asian Students, STAAR Mathematics Numerator	315	1.5%
Grade 3, Asian Students, STAAR Mathematics Denominator	20,325	
Alternate 2 Tests, Grade 3, Asian Students, STAAR Reading Numerator	315	1.2%
Grade 3, Asian Students, STAAR Reading Denominator	20,390	
Alternate 2 Tests, Grade 4, Asian Students, STAAR Mathematics Numerator	251	1.2%
Grade 4, Asian Students, STAAR Mathematics Denominator	20,443	
Alternate 2 Tests, Grade 4, Asian Students, STAAR Reading Numerator	249	1.3%
Grade 4, Asian Students, STAAR Reading Denominator	20,520	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Mathematics Numerator	248	1.2%
Grade 5, Asian Students, STAAR Mathematics Denominator	19,590	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Reading Numerator	248	1.2%
Grade 5, Asian Students, STAAR Reading Denominator	19,969	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Science Numerator	247	1.2%
Grade 5, Asian Students, STAAR Science Denominator	19,960	
Alternate 2 Tests, Grade 6, Asian Students, STAAR Mathematics Numerator	247	1.4%
Grade 6, Asian Students, STAAR Mathematics Denominator	18,134	
Alternate 2 Tests, Grade 6, Asian Students, STAAR Reading Numerator	247	1.2%
Grade 6, Asian Students, STAAR Reading Denominator	20,033	
Alternate 2 Tests, Grade 7, Asian Students, STAAR Mathematics Numerator	188	1.3%
Grade 7, Asian Students, STAAR Mathematics Denominator	14,185	
Alternate 2 Tests, Grade 7, Asian Students, STAAR Reading Numerator	188	0.9%
Grade 7, Asian Students, STAAR Reading Denominator	19,875	
Alternate 2 Tests, Grade 8, Asian Students, STAAR Mathematics Numerator	205	1.4%
Grade 8, Asian Students, STAAR Mathematics Denominator	15,150	
Alternate 2 Tests, Grade 8, Asian Students, STAAR Reading Numerator	205	1.0%
Grade 8, Asian Students, STAAR Reading Denominator	20,221	

Description	Number	Percentage
Alternate 2 Tests, Grade 8, Asian Students, STAAR Science Numerator	205	1.0%
Grade 8, Asian Students, STAAR Science Denominator	19,955	
Alternate 2 Tests, Pacific Islander Students, Algebra I Numerator		
Pacific Islander Students, Algebra I Denominator	794	
Alternate 2 Tests, Pacific Islander Students, Biology Numerator		
Pacific Islander Students, Biology Denominator	800	
Alternate 2 Tests, Pacific Islander Students, English I Numerator		
Pacific Islander Students, English I Denominator	852	
Alternate 2 Tests, Pacific Islander Students, English II Numerator		
Pacific Islander Students, English II Denominator	805	
Alternate 2 Tests, Grade 3, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 3, Pacific Islander Students, STAAR Mathematics Denominator	635	
Alternate 2 Tests, Grade 3, Pacific Islander Students, STAAR Reading Numerator		
Grade 3, Pacific Islander Students, STAAR Reading Denominator	635	
Alternate 2 Tests, Grade 4, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 4, Pacific Islander Students, STAAR Mathematics Denominator	610	
Alternate 2 Tests, Grade 4, Pacific Islander Students, STAAR Reading Numerator		
Grade 4, Pacific Islander Students, STAAR Reading Denominator		
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 5, Pacific Islander Students, STAAR Mathematics Denominator		
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Reading Numerator		
Grade 5, Pacific Islander Students, STAAR Reading Denominator		
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Science Numerator		
Grade 5, Pacific Islander Students, STAAR Science Denominator		
Alternate 2 Tests, Grade 6, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 6, Pacific Islander Students, STAAR Mathematics Denominator		
Alternate 2 Tests, Grade 6, Pacific Islander Students, STAAR Reading Numerator		
Grade 6, Pacific Islander Students, STAAR Reading Denominator		
Alternate 2 Tests, Grade 7, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 7, Pacific Islander Students, STAAR Mathematics Denominator		
Alternate 2 Tests, Grade 7, Pacific Islander Students, STAAR Reading Numerator		
Grade 7, Pacific Islander Students, STAAR Reading Denominator		
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 8, Pacific Islander Students, STAAR Mathematics Denominator		
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Reading Numerator		
Grade 8, Pacific Islander Students, STAAR Reading Denominator	598	
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Science Numerator		
Grade 8, Pacific Islander Students, STAAR Science Denominator	596	

Texas State-level Alternate 2 Participation Rates by Gender, 2021–2022 School Year

Description	Number	Percentage
Alternate 2 Tests, Female Students, Algebra I Numerator	2,036	0.8%
Female Students, Algebra I Denominator	267,445	
Alternate 2 Tests, Female Students, Biology Numerator	1,947	0.8%
Female Students, Biology Denominator	250,405	
Alternate 2 Tests, Female Students, English I Numerator	2,037	0.7%
Female Students, English I Denominator	275,299	
Alternate 2 Tests, Female Students, English II Numerator	1,862	0.8%
Female Students, English II Denominator	247,603	
Alternate 2 Tests, Grade 3, Female Students, STAAR Mathematics Numerator	2,026	1.1%
Grade 3, Female Students, STAAR Mathematics Denominator	189,677	
Alternate 2 Tests, Grade 3, Female Students, STAAR Reading Numerator	2,026	1.1%
Grade 3, Female Students, STAAR Reading Denominator	189,675	
Alternate 2 Tests, Grade 4, Female Students, STAAR Mathematics Numerator	2,038	1.1%
Grade 4, Female Students, STAAR Mathematics Denominator	189,613	
Alternate 2 Tests, Grade 4, Female Students, STAAR Reading Numerator	2,037	1.1%
Grade 4, Female Students, STAAR Reading Denominator	189,777	
Alternate 2 Tests, Grade 5, Female Students, STAAR Mathematics Numerator	2,062	1.1%
Grade 5, Female Students, STAAR Mathematics Denominator	191,212	
Alternate 2 Tests, Grade 5, Female Students, STAAR Reading Numerator	2,063	1.1%
Grade 5, Female Students, STAAR Reading Denominator	191,815	
Alternate 2 Tests, Grade 5, Female Students, STAAR Science Numerator	2,058	1.1%
Grade 5, Female Students, STAAR Science Denominator	191,780	
Alternate 2 Tests, Grade 6, Female Students, STAAR Mathematics Numerator	2,096	1.1%
Grade 6, Female Students, STAAR Mathematics Denominator	192,497	
Alternate 2 Tests, Grade 6, Female Students, STAAR Reading Numerator	2,095	1.1%
Grade 6, Female Students, STAAR Reading Denominator	195,508	
Alternate 2 Tests, Grade 7, Female Students, STAAR Mathematics Numerator	2,095	1.2%
Grade 7, Female Students, STAAR Mathematics Denominator	175,251	
Alternate 2 Tests, Grade 7, Female Students, STAAR Reading Numerator	2,101	1.0%
Grade 7, Female Students, STAAR Reading Denominator	204,061	
Alternate 2 Tests, Grade 8, Female Students, STAAR Mathematics Numerator	1,912	1.1%
Grade 8, Female Students, STAAR Mathematics Denominator	174,810	
Alternate 2 Tests, Grade 8, Female Students, STAAR Reading Numerator	1,908	0.9%
Grade 8, Female Students, STAAR Reading Denominator	203,718	
Alternate 2 Tests, Grade 8, Female Students, STAAR Science Numerator	1,910	0.9%
Grade 8, Female Students, STAAR Science Denominator	203,037	
Alternate 2 Tests, Male Students, Algebra I Numerator	3,919	1.3%

Description	Number	Percentage
Male Students, Algebra I Denominator	298,865	
Alternate 2 Tests, Male Students, Biology Numerator	3,863	1.4%
Male Students, Biology Denominator	272,065	
Alternate 2 Tests, Male Students, English I Numerator	3,935	1.2%
Male Students, English I Denominator	316,963	
Alternate 2 Tests, Male Students, English II Numerator	3,596	1.3%
Male Students, English II Denominator	277,620	
Alternate 2 Tests, Grade 3, Male Students, STAAR Mathematics Numerator	4,548	2.3%
Grade 3, Male Students, STAAR Mathematics Denominator	197,702	
Alternate 2 Tests, Grade 3, Male Students, STAAR Reading Numerator	4,550	2.3%
Grade 3, Male Students, STAAR Reading Denominator	197,769	
Alternate 2 Tests, Grade 4, Male Students, STAAR Mathematics Numerator	4,342	2.2%
Grade 4, Male Students, STAAR Mathematics Denominator	198,460	
Alternate 2 Tests, Grade 4, Male Students, STAAR Reading Numerator	4,342	2.2%
Grade 4, Male Students, STAAR Reading Denominator	198,736	
Alternate 2 Tests, Grade 5, Male Students, STAAR Mathematics Numerator	4,135	2.1%
Grade 5, Male Students, STAAR Mathematics Denominator	199,893	
Alternate 2 Tests, Grade 5, Male Students, STAAR Reading Numerator	4,135	2.1%
Grade 5, Male Students, STAAR Reading Denominator	200,794	
Alternate 2 Tests, Grade 5, Male Students, STAAR Science Numerator	4,133	2.1%
Grade 5, Male Students, STAAR Science Denominator	200,762	
Alternate 2 Tests, Grade 6, Male Students, STAAR Mathematics Numerator	4,064	2.0%
Grade 6, Male Students, STAAR Mathematics Denominator	201,743	
Alternate 2 Tests, Grade 6, Male Students, STAAR Reading Numerator	4,074	2.0%
Grade 6, Male Students, STAAR Reading Denominator	205,557	
Alternate 2 Tests, Grade 7, Male Students, STAAR Mathematics Numerator	4,008	2.2%
Grade 7, Male Students, STAAR Mathematics Denominator	183,180	
Alternate 2 Tests, Grade 7, Male Students, STAAR Reading Numerator	4,015	1.9%
Grade 7, Male Students, STAAR Reading Denominator	214,268	
Alternate 2 Tests, Grade 8, Male Students, STAAR Mathematics Numerator	3,872	2.0%
Grade 8, Male Students, STAAR Mathematics Denominator	189,300	
Alternate 2 Tests, Grade 8, Male Students, STAAR Reading Numerator	3,872	1.8%
Grade 8, Male Students, STAAR Reading Denominator	215,433	
Alternate 2 Tests, Grade 8, Male Students, STAAR Science Numerator	3,867	1.8%
Grade 8, Male Students, STAAR Science Denominator	214,313	

Texas State-level Alternate 2 Participation Rates by Special Populations, 2021–2022 School Year

Description	Number	Percentage
Alternate 2 Tests, Economically Disadvantaged Students, Algebra I Numerator	4,064	1.2%
Economically Disadvantaged Students, Algebra I Denominator	344,825	
Alternate 2 Tests, Economically Disadvantaged Students, Biology Numerator	3,939	1.3%
Economically Disadvantaged Students, Biology Denominator	312,595	
Alternate 2 Tests, Economically Disadvantaged Students, English I Numerator	4,079	1.1%
Economically Disadvantaged Students, English I Denominator	364,384	
Alternate 2 Tests, Economically Disadvantaged Students, English II Numerator	3,656	1.2%
Economically Disadvantaged Students, English II Denominator	309,460	
Alternate 2 Tests, Grade 3, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,737	2.0%
Grade 3, Economically Disadvantaged Students, STAAR Mathematics Denominator	235,870	
Alternate 2 Tests, Grade 3, Economically Disadvantaged Students, STAAR Reading Numerator	4,736	2.0%
Grade 3, Economically Disadvantaged Students, STAAR Reading Denominator	235,836	
Alternate 2 Tests, Grade 4, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,637	2.0%
Grade 4, Economically Disadvantaged Students, STAAR Mathematics Denominator	235,095	
Alternate 2 Tests, Grade 4, Economically Disadvantaged Students, STAAR Reading Numerator	4,639	2.0%
Grade 4, Economically Disadvantaged Students, STAAR Reading Denominator	235,221	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,483	1.9%
Grade 5, Economically Disadvantaged Students, STAAR Mathematics Denominator	236,073	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Reading Numerator	4,484	1.9%
Grade 5, Economically Disadvantaged Students, STAAR Reading Denominator	236,357	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Science Numerator	4,482	1.9%
Grade 5, Economically Disadvantaged Students, STAAR Science Denominator	236,323	
Alternate 2 Tests, Grade 6, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,423	1.9%
Grade 6, Economically Disadvantaged Students, STAAR Mathematics Denominator	237,740	
Alternate 2 Tests, Grade 6, Economically Disadvantaged Students, STAAR Reading Numerator	4,430	1.8%
Grade 6, Economically Disadvantaged Students, STAAR Reading Denominator	239,649	
Alternate 2 Tests, Grade 7, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,394	2.0%
Grade 7, Economically Disadvantaged Students, STAAR Mathematics Denominator	224,774	
Alternate 2 Tests, Grade 7, Economically Disadvantaged Students, STAAR Reading Numerator	4,401	1.8%
Grade 7, Economically Disadvantaged Students, STAAR Reading Denominator	250,147	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,100	1.9%

Description	Number	Percentage
Grade 8, Economically Disadvantaged Students, STAAR Mathematics Denominator	221,528	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Reading Numerator	4,097	1.7%
Grade 8, Economically Disadvantaged Students, STAAR Reading Denominator	247,408	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Science Numerator	4,094	1.7%
Grade 8, Economically Disadvantaged Students, STAAR Science Denominator	246,415	
Alternate 2 Tests, EL Students, Algebra I Numerator	633	0.5%
EL Students, Algebra I Denominator	118,886	
Alternate 2 Tests, EL Students, Biology Numerator	602	0.5%
EL Students, Biology Denominator	110,379	
Alternate 2 Tests, EL Students, English I Numerator	651	0.5%
EL Students, English I Denominator	135,102	
Alternate 2 Tests, EL Students, English II Numerator	488	0.5%
EL Students, English II Denominator	103,057	
Alternate 2 Tests, Grade 3, EL Students, STAAR Mathematics Numerator	1,403	1.4%
Grade 3, EL Students, STAAR Mathematics Denominator	100,636	
Alternate 2 Tests, Grade 3, EL Students, STAAR Reading Numerator	1,407	1.4%
Grade 3, EL Students, STAAR Reading Denominator	100,636	
Alternate 2 Tests, Grade 4, EL Students, STAAR Mathematics Numerator	1,261	1.2%
Grade 4, EL Students, STAAR Mathematics Denominator	101,988	
Alternate 2 Tests, Grade 4, EL Students, STAAR Reading Numerator	1,264	1.2%
Grade 4, EL Students, STAAR Reading Denominator	102,032	
Alternate 2 Tests, Grade 5, EL Students, STAAR Mathematics Numerator	1,209	1.2%
Grade 5, EL Students, STAAR Mathematics Denominator	100,488	
Alternate 2 Tests, Grade 5, EL Students, STAAR Reading Numerator	1,213	1.2%
Grade 5, EL Students, STAAR Reading Denominator	100,666	
Alternate 2 Tests, Grade 5, EL Students, STAAR Science Numerator	1,206	1.2%
Grade 5, EL Students, STAAR Science Denominator	100,670	
Alternate 2 Tests, Grade 6, EL Students, STAAR Mathematics Numerator	1,091	1.1%
Grade 6, EL Students, STAAR Mathematics Denominator	95,652	
Alternate 2 Tests, Grade 6, EL Students, STAAR Reading Numerator	1,098	1.1%
Grade 6, EL Students, STAAR Reading Denominator	96,475	
Alternate 2 Tests, Grade 7, EL Students, STAAR Mathematics Numerator	929	1.1%
Grade 7, EL Students, STAAR Mathematics Denominator	84,759	
Alternate 2 Tests, Grade 7, EL Students, STAAR Reading Numerator	935	1.0%
Grade 7, EL Students, STAAR Reading Denominator	94,250	
Alternate 2 Tests, Grade 8, EL Students, STAAR Mathematics Numerator	796	1.0%
Grade 8, EL Students, STAAR Mathematics Denominator	78,558	

Description	Number	Percentage
Alternate 2 Tests, Grade 8, EL Students, STAAR Reading Numerator	799	1.0%
Grade 8, EL Students, STAAR Reading Denominator	83,369	
Alternate 2 Tests, Grade 8, EL Students, STAAR Science Numerator	797	1.0%
Grade 8, EL Students, STAAR Science Denominator	83,103	

B. Statewide Data for General Assessment

Texas State-level Participation Rates All Students by Subject, 2021–2022 School Year

Description	Number	Percentage
STAAR Mathematics Numerator	2,833,052	99.2%
STAAR Mathematics Denominator	2,856,986	
STAAR RLA Numerator	3,497,132	98.9%
STAAR RLA Denominator	3,537,439	
STAAR Science Numerator	1,319,369	98.6%
STAAR Science Denominator	1,337,884	

Texas State-level Participation Rates All Students by Test, 2021–2022 School Year

Description	Number	Percentage
All Tests, All Students, Algebra I Numerator	556,580	97.7%
All Students, Algebra I Denominator	569,673	
All Tests, All Students, Biology Numerator	512,846	97.4%
All Students, Biology Denominator	526,707	
All Tests, All Students, English I Numerator	583,046	97.7%
All Students, English I Denominator	596,895	
All Tests, All Students, English II Numerator	512,502	96.8%
All Students, English II Denominator	529,333	
All Tests, Grade 3, All Students, STAAR Mathematics Numerator	386,844	99.7%
Grade 3, All Students, STAAR Mathematics Denominator	388,087	
All Tests, Grade 3, All Students, STAAR Reading Numerator	387,031	99.7%
Grade 3, All Students, STAAR Reading Denominator	388,153	
All Tests, Grade 4, All Students, STAAR Mathematics Numerator	387,640	99.7%
Grade 4, All Students, STAAR Mathematics Denominator	388,837	
All Tests, Grade 4, All Students, STAAR Reading Numerator	388,188	99.7%
Grade 4, All Students, STAAR Reading Denominator	389,281	
All Tests, Grade 5, All Students, STAAR Mathematics Numerator	390,547	99.7%
Grade 5, All Students, STAAR Mathematics Denominator	391,782	
All Tests, Grade 5, All Students, STAAR Reading Numerator	392,169	99.7%
Grade 5, All Students, STAAR Reading Denominator	393,284	
All Tests, Grade 5, All Students, STAAR Science Numerator	391,470	99.6%

Description	Number	Percentage
Grade 5, All Students, STAAR Science Denominator	393,214	
All Tests, Grade 6, All Students, STAAR Mathematics Numerator	392,945	99.5%
Grade 6, All Students, STAAR Mathematics Denominator	394,912	
All Tests, Grade 6, All Students, STAAR Reading Numerator	400,007	99.6%
Grade 6, All Students, STAAR Reading Denominator	401,745	
All Tests, Grade 7, All Students, STAAR Mathematics Numerator	356,548	99.3%
Grade 7, All Students, STAAR Mathematics Denominator	359,062	
All Tests, Grade 7, All Students, STAAR Reading Numerator	416,845	99.5%
Grade 7, All Students, STAAR Reading Denominator	418,985	
All Tests, Grade 8, All Students, STAAR Mathematics Numerator	361,948	99.3%
Grade 8, All Students, STAAR Mathematics Denominator	364,633	
All Tests, Grade 8, All Students, STAAR Reading Numerator	417,344	99.4%
Grade 8, All Students, STAAR Reading Denominator	419,763	
All Tests, Grade 8, All Students, STAAR Science Numerator	415,053	99.3%
Grade 8, All Students, STAAR Science Denominator	417,963	

Texas State-level Participation Rates All Students Receiving Special Education Services by Subject, 2021–2022 School Year

Description	Number	Percentage
STAAR Mathematics Numerator	381,866	98.8%
STAAR Mathematics Denominator	386,649	
STAAR RLA Numerator	447,885	98.4%
STAAR RLA Denominator	455,224	
STAAR Science Numerator	162,085	97.9%
STAAR Science Denominator	165,524	

Texas State-level Participation Rates All Students Receiving Special Education Services by Test, 2021–2022 School Year

Description	Number	Percentage
All Tests, All Students in Special Ed, Algebra I Numerator	64,628	96.7%
All Students in Special Ed, Algebra I Denominator	66,866	
All Tests, All Students in Special Ed, Biology Numerator	59,127	96.1%
All Students in Special Ed, Biology Denominator	61,553	
All Tests, All Students in Special Ed, English I Numerator	69,714	96.7%
All Students in Special Ed, English I Denominator	72,104	
All Tests, All Students in Special Ed, English II Numerator	58,061	95.8%
All Students in Special Ed, English II Denominator	60,626	
All Tests, Grade 3, All Students in Special Ed, STAAR Mathematics Numerator	55,767	99.5%
Grade 3, All Students in Special Ed, STAAR Mathematics Denominator	56,075	

Description	Number	Percentage
All Tests, Grade 3, All Students in Special Ed, STAAR Reading Numerator	55,767	99.5%
Grade 3, All Students in Special Ed, STAAR Reading Denominator	56,052	
All Tests, Grade 4, All Students in Special Ed, STAAR Mathematics Numerator	56,237	99.4%
Grade 4, All Students in Special Ed, STAAR Mathematics Denominator	56,561	
All Tests, Grade 4, All Students in Special Ed, STAAR Reading Numerator	56,258	99.5%
Grade 4, All Students in Special Ed, STAAR Reading Denominator	56,559	
All Tests, Grade 5, All Students in Special Ed, STAAR Mathematics Numerator	55,750	99.4%
Grade 5, All Students in Special Ed, STAAR Mathematics Denominator	56,064	
All Tests, Grade 5, All Students in Special Ed, STAAR Reading Numerator	55,786	99.5%
Grade 5, All Students in Special Ed, STAAR Reading Denominator	56,092	
All Tests, Grade 5, All Students in Special Ed, STAAR Science Numerator	55,668	99.3%
Grade 5, All Students in Special Ed, STAAR Science Denominator	56,078	
All Tests, Grade 6, All Students in Special Ed, STAAR Mathematics Numerator	53,176	99.1%
Grade 6, All Students in Special Ed, STAAR Mathematics Denominator	53,673	
All Tests, Grade 6, All Students in Special Ed, STAAR Reading Numerator	53,342	99.2%
Grade 6, All Students in Special Ed, STAAR Reading Denominator	53,792	
All Tests, Grade 7, All Students in Special Ed, STAAR Mathematics Numerator	49,522	99.0%
Grade 7, All Students in Special Ed, STAAR Mathematics Denominator	50,044	
All Tests, Grade 7, All Students in Special Ed, STAAR Reading Numerator	51,422	99.0%
Grade 7, All Students in Special Ed, STAAR Reading Denominator	51,935	
All Tests, Grade 8, All Students in Special Ed, STAAR Mathematics Numerator	46,786	98.8%
Grade 8, All Students in Special Ed, STAAR Mathematics Denominator	47,366	
All Tests, Grade 8, All Students in Special Ed, STAAR Reading Numerator	47,535	98.9%
Grade 8, All Students in Special Ed, STAAR Reading Denominator	48,064	
All Tests, Grade 8, All Students in Special Ed, STAAR Science Numerator	47,290	98.7%
Grade 8, All Students in Special Ed, STAAR Science Denominator	47,893	

Appendix II: Public Comments

No.	Date	Subject	Commenter	District	Comment
1	11/28/22	For 1.0% waiver	Heather L. Hughes, Executive Director, Special Programs	Eagle Mountain-Saginaw Independent School District	I support the State's request for a waiver of the arbitrary 1% alternate assessment participation rate. A review of the data indicates that more than the special education population in most districts who meet the participation requirements exceeds 1% of the students in tested grades. Just as we are to locate and evaluate all students who may be in need of special education services in order to meet our Child Find obligation without regard to a percentage or cap, the same is true for assessment participation. If students meet the participation requirements and the IEP reflects instruction on alternative standards, then EVERY student in need of participating in an alternate assessment is entitled to do so. Arbitrary limits placed upon the state that do not meet the educational needs of every child are in direct conflict with the IDEA.
2	11/28/22	For 1.0% waiver	Dr. Dayna Smith Director, Special Programs	Orangefield Independent School District	<p>We need a waiver to exceed the 1.0 percent cap on STAAR ALT 2. The reasons include the following:</p> <ul style="list-style-type: none"> • Our school district offers a quality Complex Needs program for students with the most severe and profound needs, and families move into our school district so their child/children with complex disabilities can participate in the quality educational programming we provide. Having a 1.0 percent cap almost feels like a punishment for providing a great program. • Our school district cannot control the number of students with complex and severe disabilities who enroll in our schools. We cannot turn them away or deny them an education; we cannot simply tell them, "We are full," now <i>[sic]</i> would we want to.
3	11/28/22	Against 1.0% cap	Rusty W. Brawley, Director of Special Ed.	Greenbelt Special Education Services	The waiver requested to exceed the 1% cap for Alt. 2 testers violates the "individual" part of the IEP. By placing a "cap" on the percentage of testers for the Alternative test, that means a district has to make that decision on what is not best for the student, but what will not hurt the district in their accountability ratings. Considering the five checks that have to be met for the option of Alternative Testing, a district has absolutely no control on the number of students who might be eligible for

No.	Date	Subject	Commenter	District	Comment																																																																		
					<p>this type of testing. The 1% rule is telling districts that they cannot do what is best for their students.</p>																																																																		
4	11/28/22	Against 1.0% waiver	Kendra Franklin, District and Campus Testing Coordinator	West Texas High School	<p>I believe the above 1% STAAR ALT waiver is not necessary. If all required stakeholders have determined that a student needs to be tested on the STAAR ALT 2; requesting districts to submit a waiver is just another added step to a long list of steps that districts are already required to meet.</p>																																																																		
5	11/28/22	Against 1.0% cap	Tracey Gilman	Breckenridge Independent School District	<p>As you can read in the graph below, the prevalence of persons with cognitive disabilities in Texas is 4.6%. I do not understand where your arbitrary number comes from that only allows 1% of students to take the STAAR Alt 2 exam. There is no research in your number. Please consider the true demographics of your data and increase that number to a fair and equitable (and reasonable) number.</p> <p> <small> Data Source: Texas Department of Health Services, 2019 * 2019 Behavioral Health Services Report ** 2019 Behavioral Health Services Report *** 2019 Behavioral Health Services Report </small> </p> <table border="1"> <thead> <tr> <th>County</th> <th>Prevalence</th> <th>Count</th> <th>Rate</th> <th>Rate/1000</th> <th>Rate/10000</th> </tr> </thead> <tbody> <tr> <td>Tarrant</td> <td>4.6%</td> <td>10,000</td> <td>100</td> <td>100.0000</td> <td>10.0000</td> </tr> <tr> <td>Dallas</td> <td>3.5%</td> <td>8,000</td> <td>80</td> <td>80.0000</td> <td>8.0000</td> </tr> <tr> <td>Harris</td> <td>3.0%</td> <td>7,000</td> <td>70</td> <td>70.0000</td> <td>7.0000</td> </tr> <tr> <td>Collin</td> <td>2.5%</td> <td>6,000</td> <td>60</td> <td>60.0000</td> <td>6.0000</td> </tr> <tr> <td>Fort Worth</td> <td>2.0%</td> <td>5,000</td> <td>50</td> <td>50.0000</td> <td>5.0000</td> </tr> <tr> <td>San Antonio</td> <td>1.5%</td> <td>4,000</td> <td>40</td> <td>40.0000</td> <td>4.0000</td> </tr> <tr> <td>Austin</td> <td>1.0%</td> <td>3,000</td> <td>30</td> <td>30.0000</td> <td>3.0000</td> </tr> <tr> <td>San Diego</td> <td>0.8%</td> <td>2,000</td> <td>20</td> <td>20.0000</td> <td>2.0000</td> </tr> <tr> <td>El Paso</td> <td>0.5%</td> <td>1,000</td> <td>10</td> <td>10.0000</td> <td>1.0000</td> </tr> <tr> <td>McKinney</td> <td>0.2%</td> <td>500</td> <td>5</td> <td>5.0000</td> <td>0.5000</td> </tr> </tbody> </table>	County	Prevalence	Count	Rate	Rate/1000	Rate/10000	Tarrant	4.6%	10,000	100	100.0000	10.0000	Dallas	3.5%	8,000	80	80.0000	8.0000	Harris	3.0%	7,000	70	70.0000	7.0000	Collin	2.5%	6,000	60	60.0000	6.0000	Fort Worth	2.0%	5,000	50	50.0000	5.0000	San Antonio	1.5%	4,000	40	40.0000	4.0000	Austin	1.0%	3,000	30	30.0000	3.0000	San Diego	0.8%	2,000	20	20.0000	2.0000	El Paso	0.5%	1,000	10	10.0000	1.0000	McKinney	0.2%	500	5	5.0000	0.5000
County	Prevalence	Count	Rate	Rate/1000	Rate/10000																																																																		
Tarrant	4.6%	10,000	100	100.0000	10.0000																																																																		
Dallas	3.5%	8,000	80	80.0000	8.0000																																																																		
Harris	3.0%	7,000	70	70.0000	7.0000																																																																		
Collin	2.5%	6,000	60	60.0000	6.0000																																																																		
Fort Worth	2.0%	5,000	50	50.0000	5.0000																																																																		
San Antonio	1.5%	4,000	40	40.0000	4.0000																																																																		
Austin	1.0%	3,000	30	30.0000	3.0000																																																																		
San Diego	0.8%	2,000	20	20.0000	2.0000																																																																		
El Paso	0.5%	1,000	10	10.0000	1.0000																																																																		
McKinney	0.2%	500	5	5.0000	0.5000																																																																		
6	11/28/22	Against 1.0% cap	Sheila Jones, Director of Special Programs	Quinlan Independent School District	<p>Capping the STAAR Alt 2 at 1% is harmful for students that require an alternative assessment. Districts evaluate students carefully to ensure it is the appropriate test for their individualized needs. As such, the state and districts should not be punished for meeting the students' need for an alternative test.</p> <p>Our district has a high number of students due to low socioeconomics, poor medical care, and other factors. We have an excellent program that attracts families with students that have intense needs. Our numbers continue to grow and the regular STAAR would not be appropriate for students that require extremely modified curriculum</p> <p>Please give consideration to removing the 1% cap.</p>																																																																		
7	11/28/22	Against 1.0% cap	Dr. Audrey Young	Nacogdoches Independent School District	<p>With intellectual disability impacting 1-3% of the population it is negligent of the Federal Legislature to fail to recalibrate the archaic percentage factor of 1% to accurately represent the number of students who meet</p>																																																																		

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					<p>the criteria and increase this percentage "up to 3%".</p> <p><i>[The decision to administer STAAR Alternate 2 is made by the ARD committee based solely on the student's educational need, not administratively based on federal accountability requirements, which limit the number of students assessed with an alternate assessment to no more than 1.0% of the total number of students in the State who are assessed in a subject.]</i></p> <p>Our Texas Congressmen need to be notified of the importance of an update to this law and its continued negative impact on Texas public education.</p>
8	11/28/22	Against 1.0% cap	Kimberly Hierholzer	Goliad Special Education Cooperative	<p>I am an educational diagnostician with the Goliad Special Education Cooperative. We currently serve 9 school districts who are particularly small in comparison to a lot of school districts in Texas. A small school with just one student taking the Alternative Test could put the district over the 1% limit. Putting a 1% cap on who can take the Alternative assessment is like what happened years back when the state of Texas put an illegal cap on the number of children (8%) who should be identified as qualifying for special education. How can this be a possible to say that any particular district only has 1% of students with the most significant needs. As a public school who must take all that walk through their doors we can not control the child who is born with significant issues, the child who has suffered a traumatic brain injury from shaken baby syndrome or a fall from a bike/auto accident, those that are born with down syndrome or other significant cognitive impairment and other issues that are learning through prerequisite skills. The state doesn't put a cap on who we say is gifted, who can test and take dual credit courses, or the amount of student a public school allows through their doors. Nor should we ever put a cap on these things. Children are not mere numbers or data that can be manipulated to fit the idea percent outlined by TEA. These individuals are children with unique and some complicated needs and should be treated as such, rather than a number or percentage to fit in a nice neat box. Public education is far from a nice neat box in the state of Texas because we educate</p>

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					children, not numbers.
9	11/28/22	For 1.0% waiver	Dr. Bernie Batto, Director of Special Programs	Poteet Independent School District	As a director in a district that places students in programs based on INDIVIDUAL NEED, I find it unnecessary to impose a limit of 1% for STAAR Alt 2. I am a small district with 256 students in Special Education. With this cap I would only be allowed to test 2.56 students on STAAR Alt 2. How is that fair to my approximately 30 students in extensively modified settings that meet the requirements to be able to take the STAAR Alt 2? I support the request for a waiver to this ludicrous standard for my students who are unable to take the STAAR tests due to their educational and mental needs as well as their disability that prevent them from accessing the STAAR at a level that does not meet their INDIVIDUAL needs.
10	11/28/22	Against 1.0% cap	Jennifer Lance, Principal	McLeod Independent School District	I am writing in regards to the waiver request for administration of STAAR Alt 2 assessments in excess of 1.0 percent. My district is very small. At any time, administering even 1 STAAR Alt 2 assessment will put us in excess of 1.0 percent for that subject area.
11	11/28/22	For 1.0% waiver	Megan Gonzalez, Director of Special Education Instruction	Irving Independent School District	I am advocating for the waiver to remain in place via the guidelines posted on the TEA website. It is extremely difficult to follow the guidelines for 1% while still following the expectations for which students qualify for STAAR Alt 2, it is not always going to end up exactly under 1%.
12	11/28/22	Against 1.0% cap	Amanda Urias, Assistant Superintendent	Fort Stockton Independent School District	A reason that Texas schools assess more than 1.0 percent of students with an alternative assessment is due to the greater needs of students. The social impacts that the field of education faces at the current time are a large reason that more students are identified with severe intellectual disabilities, therefore requiring alternative assessments.
13	11/29/22	For 1.0% waiver	Kimberly Arnold, Director of Academic Programs	Orenda Public Charter School District	Believing that teachers understand their students and want to provide what is best for them, requesting a waiver would be the most prudent choice. This alleviates the stress put on students and teachers when an inappropriate testing instrument is required for a student that would otherwise be successful with an alternative assessment.
14	11/30/22	Against 1.0% cap	Mary Ann Williams, Educational	Sulphur Springs Independent	The purpose of this email is to provide public comment regarding the statewide cap on the number of students who can be assessed with

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			Diagnostician	School District	the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2. As educators and support staff, we are tasked with providing a Free Appropriate Public Education (FAPE), individualizing instruction to meet each students unique, individual needs. For a portion of our student population, that means proving an alternate curriculum, to meet the child at their learning level, working towards making growth/progress each school year. As a result, for some students, the most appropriate assessment is STAAR Alt 2. Any hinderance to providing the most appropriate assessment in order to monitor knowledge and growth, is a disservice to our students, which includes having a 1.0% cap placed on the number of students who “should” be participating on this assessment. Thank you for taking time to read and consider all comments that are provided.
15	11/30/22	Against 1.0% cap	Lyndsay Anderson, Director of Special Programs	Sulphur Springs Independent School District	The purpose of this email is to provide public comment regarding the statewide cap on the number of students who can be assessed with the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2. As educators and support staff, we are tasked with providing a Free Appropriate Public Education (FAPE), individualizing instruction to meet each students unique, individual needs. For a portion of our student population, that means proving an alternate curriculum, to meet the child at their learning level, working towards making growth/progress each school year. As a result, for some students, the most appropriate assessment is STAAR Alt 2. Any hinderance to providing the most appropriate assessment in order to monitor knowledge and growth, is a disservice to our students, which includes having a 1.0% cap placed on the number of students who “should” be participating on this assessment. Thank you for taking time to read and consider all comments that are provided.
16	12/01/22	Against 1.0% cap	Carole Idom, Special Needs Teacher	McLeod Independent School District	As a school district we have no control over the students we serve in our district. We cannot have a sign on the front door that says "Sorry, we can't accept your child if he/she qualifies for taking the STAAR ALT 2". As an educator of 42 years I have always felt it was my job to educate those students we have to the best of our ability. If the

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					Federal Government requires the districts to test these students, some that cannot even answer with words but a blink of an eye, they should not restrict the amount to be tested as long as there is documentation to prove their disabilities.
17	12/05/22	Against 1.0% cap	Danielle Chaney, Educational Diagnostician	Sulphur Springs Independent School District	The purpose of this email is to provide public comment regarding the statewide cap on the number of students who can be assessed with the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2. As educators and support staff, we are tasked with providing a Free Appropriate Public Education (FAPE), individualizing instruction to meet each students unique, individual needs. For a portion of our student population, that means providing an alternate curriculum, to meet the child at their learning level, working towards making growth/progress each school year. As a result, for some students, the most appropriate assessment is STAAR Alt 2. Any hinderance to providing the most appropriate assessment in order to monitor knowledge and growth, is a disservice to our students, which includes having a 1.0% cap placed on the number of students who “should” be participating on this assessment. Thank you for taking time to read and consider all comments that are provided.
18	12/07/22	Against 1.0% cap	Annie Seiter, Director of Special Education and Section 504	Boerne Independent School District	Talking points for TEA public comments on waiver for STAAR-Alt 2: 1. People are moving in from out of state with children with significant needs. They and indicate they are looking for programs to support their children. You cannot control who is moving into your area. We also have “school finders” calling supporting parents looking for programs for low incidence disabilities. 2. There are facilities that specialize in working with children with low-incident disabilities. These are residential facilities that take children from all over the US. 3. Some school districts are so small the one or two they may have puts them over the 1.0. 4. The growth in Texas alone has led to a greater number of children with low incidence moving to our school districts.
19	12/08/22	For 1.0%	Mackenzie Carroll,	Plano Independent	We strongly need to continue the 1% waiver for STAAR-ALT 2. It is important that we are

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		waiver	Executive Director of Student Support Services	School District	making assessment decisions based on the required participation requirements and what is right for kids, and not putting students on tests that could be detrimental to them because of a 1% cap. Our decisions always need to be student focused and student centered.
20	12/14/22	Against 1.0% cap	Kristi Maciel, District Testing Coordinator	Grand Saline Independent School District	Texas schools will need to be able to request waivers to exceed the 1.0 percent statewide cap as students meet the criteria to be assessed with the State of Texas Assessment of Academic Readiness (STAAR®) Alternate 2. While these numbers will remain low, the number of students in any district that meet this criteria is unpredictable. Thank you for allowing our district to be take part as your incorporate the comments in the final waiver request before submission to USDE.