



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 3, 2026

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's) request on December 15, 2025, for a waiver extension 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). The State requested this waiver extension because, based on its data for school year 2024-2025, TEA concluded that it may exceed the 1.0 percent cap on AA-AAAS participation 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 for a one-year waiver for the 2025-2026 school year of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of students in R/LA, mathematics, and science. I am declining the request because I do not find that approving the waiver will advance student academic achievement, as required in ESEA section 8401(b)(1)(C). Specifically, TEA did not demonstrate progress in reducing AA-AAAS participation in the 2024-2025 school year compared to the 2023-2024 school year. In fact, the participation rates increased in each subject and remain well above 1.0 percent.

If TEA can demonstrate that its current rate of AA-AAAS participation has in fact substantially declined in R/LA, mathematics, and science, and how granting this waiver would contribute to improved student academic achievement, the State may revise its request, consistent with section 8401(b)(4)(B)(ii) of the ESEA, to meet the requirements under 8401(b)(1)(C). The revised request must be submitted no later than 60 days from the date of this letter.

I appreciate your work to improve Texas' 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/

Kirsten Baesler
Assistant Secretary
Office of Elementary & Secondary Education

cc: Kevin Malandrucolo, Division Director of Assessment

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



December 15, 2025

Patrick Rooney, Director, School Support and Accountability
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Director Rooney:

I am writing to request an extension of a waiver of section 1111(b)(2)(D)(i)(ii) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the requirement that a state may not assess using an alternate assessment aligned with alternate achievement standards (AA-AAAS) more than one percent of the total number of assessed students in the state. The Texas Education Agency (TEA) was granted a waiver of this requirement for the 2024–2025 school year and is requesting an extension of that waiver because it anticipates that Texas will exceed the one percent cap for the 2025–2026 school year based on the percentage of students who took the AA-AAAS previously.

The attached document, *Texas One Percent Waiver Request 2025–2026 School Year*, outlines the requirements necessary for the one percent waiver. TEA requests this waiver extension for the 2025–2026 school year while it continues to monitor, support, and provide technical guidance to Texas’s local educational agencies (LEAs) to ensure that all students are assessed appropriately. Texas assures that if it is granted this waiver extension, it will:

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

TEA sent all LEAs in Texas a public notice of the waiver request and provided them with an opportunity to comment on the waiver. The notice of the waiver request is available on the [To The Administrator Addressed Correspondence](#) page of the TEA website.

Please feel free to contact José Ríos, Associate Commissioner of Assessment and Reporting, at Jose.Rios@tea.texas.gov or Kevin Malandrucolo, Division Director, Student Assessment, at Kevin.Malandrucolo@tea.texas.gov if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Morath', written over a white background.

Mike Morath
Commissioner of Education

Attachment

Texas One Percent Waiver Request 2025–2026 School Year



ESEA Section 1111(b)(2)(D) and 34 CFR 200.6(c) and (d)

Texas Education Agency
Office of Analytics, Assessment, and Reporting
Student Assessment Division
1701 N. Congress Avenue
Austin, Texas 78701
512-463-9536
StudentAssessment@tea.texas.gov
December 15, 2025

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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 of 2015 (ESSA), includes 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 one percent of students in the grades assessed. The Texas Education Agency (TEA) administers the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 as its AA-AAAS.

STAAR Alternate 2 is a standardized item-based assessment designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills in the state curriculum. STAAR Alternate 2 is administered individually to students with the most significant cognitive disabilities who meet the participation requirements. STAAR Alternate 2 includes assessments for mathematics and reading language arts (RLA) in grades 3–8, science in grades 5 and 8, and end-of-course (EOC) assessments in Algebra I, English I, English II, and Biology.

Although the state's participation rates for the AA-AAAS continue to be above the one percent threshold, Texas has significantly decreased the numbers and percentages of AA-AAAS testers for each subject since the 2022–2023 school year. Participation rates in the mathematics and RLA assessments did not change from 2023–2024 to 2024–2025, at 1.4 and 1.3 percent, respectively, while participation in the science assessment increased from 1.2 to 1.3 percent over the previous year. Because the state anticipates assessing more than one percent of all students statewide using an AA-AAAS for the 2025–2026 school year, Texas is submitting a request to the United States Department of Education (USDE) to extend the waiver granted in April 2025 to exceed the one percent cap for mathematics, RLA, and science.

One Percent Waiver Requirements

I. ESEA Section 8401(b)(3)(A): Public Comment

As required by section 8401 of ESEA, states must provide the public and any interested local educational agencies (LEAs) with notice of and a reasonable opportunity to comment and provide input on a waiver request. Texas’s waiver request was posted for public comment from November 13 through December 10, 2025. Submitted comments and responses from TEA are included in this waiver submission as Appendix III.

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

States are required by 34 CFR §200.6(c)(4)(i) to submit the alternate assessment waiver request at least 90 days prior to the start of the relevant testing windows. Texas’s assessment window for STAAR Alternate 2 is March 16 through April 17, 2026. To meet the 90-day requirement, TEA is submitting this waiver request to USDE on December 16, 2025.

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

In submitting a waiver request, states are required by 34 CFR §200.6(c)(4)(ii) to provide state-level data from the current or previous school year. The subsections below display Texas’s state-level assessment data from the 2024–2025 school year.

A. Participation Rates by Student Group

As required by 34 CFR §200.6(c)(4)(ii)(A), a state must provide state-level data showing the numbers and percentages of students in each student group who took the AA-AAAS. Tables 1–3 show Texas’s AA-AAAS participation rates by subject for the 2024–2025 school year.

Table 1: AA-AAAS Participation Rates by Student Group, 2024–2025 School Year, Mathematics

Group	Total Number Enrolled in Grades 3–8 and High School	Number Taking AA-AAAS in Grades 3–8 and High School	Percentage Taking AA-AAAS in Grades 3–8 and High School
All Students	2,937,045	41,601	1.4%
African American	378,296	7,243	1.9%
American Indian	8,835	154	1.7%
Asian	164,428	2,340	1.4%
Hispanic	1,567,972	22,907	1.5%
Pacific Islander	4,769	79	1.7%
Two or More Races	94,648	1,227	1.3%
White	715,809	7,620	1.1%
Female	1,431,362	13,028	0.9%
Male	1,504,983	28,570	1.9%
English Learner	720,335	8,438	1.2%
Econ. Disadvantaged	1,773,985	29,749	1.7%

Table 2: AA-AAAS Participation Rates by Student Group, 2024–2025 School Year, RLA

Group	Total Number Enrolled in Grades 3–8 and High School	Number Taking AA-AAAS in Grades 3–8 and High School	Percentage Taking AA-AAAS in Grades 3–8 and High School
All Students	3,107,984	41,618	1.3%
African American	388,328	7,247	1.9%
American Indian	9,297	154	1.7%
Asian	172,859	2,334	1.4%
Hispanic	1,708,424	22,920	1.3%
Pacific Islander	4,973	78	1.6%
Two or More Races	96,457	1,227	1.3%
White	725,238	7,627	1.1%
Female	1,500,603	13,033	0.9%
Male	1,606,617	28,581	1.8%
English Learner	863,537	8,458	1.0%
Econ. Disadvantaged	1,910,288	29,770	1.6%

Table 3: AA-AAAS Participation Rates by Student Group, 2024–2025 School Year, Science

Group	Total Number Enrolled in Grades 3–8 and High School	Number Taking AA-AAAS in Grades 3–8 and High School	Percentage Taking AA-AAAS in Grades 3–8 and High School
All Students	1,290,438	16,211	1.3%
African American	166,933	2,780	1.7%
American Indian	4,037	54	1.3%
Asian	72,192	862	1.2%
Hispanic	691,241	8,940	1.3%
Pacific Islander	2,120	28	1.3%
Two or More Races	40,142	470	1.2%
White	312,887	3,065	1.0%
Female	627,486	5,309	0.8%
Male	662,648	10,899	1.6%
English Learner	310,305	2,891	0.9%
Econ. Disadvantaged	769,262	11,521	1.5%

B. Overall Assessment Participation Rates

Pursuant to waiver requirements under 34 CFR §200.6(c)(4)(ii)(B), Texas met the 95 percent participation requirements for state-measured achievements for the 2024–2025 school year for both the general assessment and the alternate assessment. TEA follows the federal requirements for participation in statewide assessments outlined in ESEA. All students in grades 3–8, including students with disabilities, are required by ESEA to take both mathematics and reading assessments annually, and all students in grades 5 and 8

must take a science assessment. For high school assessments, students are required to take EOC assessments in Algebra I, English I, English II, and Biology. Table 4 shows the participation rates of all students and the participation rates of students with disabilities.

Table 4: Overall Rates of Assessment Participation, 2024–2025 School Year

Group	All Students, Grades 3–8 and High School, Mathematics	Students with Disabilities, Grades 3–8 and High School, Mathematics
Students Assessed	2,908,812	521,556
Students Enrolled	2,937,045	528,163
Assessment Participation Rate	99.0%	98.7%
Group	All Students, Grades 3–8 and High School, RLA	Students with Disabilities, Grades 3–8 and High School, RLA
Students Assessed	2,994,431	535,109
Students Enrolled	3,107,984	552,655
Assessment Participation Rate	96.3%	96.8%
Group	All Students, Grades 3–8 and High School, Science	Students with Disabilities, Grades 3–8 and High School, Science
Students Assessed	1,273,608	202,634
Students Enrolled	1,290,438	206,143
Assessment Participation Rate	98.7%	98.3%

C. AA-AAAS Participation Rates Across Years

A state must provide AA-AAAS participation rates for the school years 2017–2018 through 2024–2025 for each subject for which the state is seeking a waiver. This data is shown in Table 5.

Table 5: Overall AA-AAAS Participation Rates, 2017–2018 School Year to 2024–2025 School 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	<i>COVID</i>	<i>COVID</i>	<i>COVID</i>
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 / 2,856,968)	1.2% (48,795 / 3,537,439)	1.2% (17,842 / 1,337,884)
2022–2023	1.6% (46,439 / 2,852,716)	1.5% (52,278 / 3,578,698)	1.4% (19,012 / 1,336,318)
2023–2024	1.4% (40,057 / 2,950,219)	1.3% (40,082 / 3,100,263)	1.2% (16,046 / 1,313,541)
2024–2025	1.4% (41,601 / 2,937,045)	1.3% (41,618 / 3,107,984)	1.3% (16,211 / 1,290,438)

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

In accordance with 34 CFR §200.6(c)(4)(iii), a waiver must include assurances from the state that it has verified that each LEA the state anticipates will assess more than one percent of all students assessed in any subject using an AA-AAAS has followed the state’s participation

requirements and will address any disproportionality in the percentage of students in any student group taking the AA-AAAS.

In October 2025, after analyzing data from the spring 2025 administration of STAAR Alternate 2, TEA sent notifications to LEAs that exceeded the one percent participation rate. The notification included the LEA's participation rates for 2025, a link to disproportionality calculation guidance, a link to a justification and assurances form, and required actions.

As part of the STAAR Alternate 2 justification and assurances form submitted by LEAs that exceeded the one percent participation rate, the district testing coordinator or special education director for each LEA was required to indicate that the LEA has or will have the stated conditions listed below in place for the 2025–2026 school year.

- The LEA implements clear and appropriate guidelines, consistent with the STAAR Alternate 2 participation requirements, for admission, review, and dismissal (ARD) committees to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed with the alternate assessment.
- The LEA ensures that the determination of a student's participation in STAAR Alternate 2 is not based solely on the student's particular disability, English proficiency level, previous low academic achievement, or previous need for accommodations to participate in assessments.
- The LEA ensures that ARD committees are provided with a clear explanation of the differences between the general and alternate assessments, including the effect participation in alternate assessments may have on a student's completing the requirements for a regular high school diploma.
- Parents and guardians in the LEA are informed that their child's achievement will be measured based on alternate academic achievement standards and how participation in such assessments may affect the student in completing the requirements for a regular high school diploma.
- The LEA ensures that students with the most significant cognitive disabilities are not precluded from attempting to complete the requirements for a regular high school diploma.
- The LEA ensures that students with the most significant cognitive disabilities are included, to the extent possible, in the general education curriculum based on the academic content standards for the grades in which the students are enrolled.
- The LEA disseminates information on and promotes the use of appropriate accommodations to ensure that students with significant cognitive disabilities who do not meet the participation requirements for STAAR Alternate 2 participate in grade-level academic instruction and assessments.
- The LEA will address any disproportionality in the percentage of students in any focal group taking STAAR Alternate 2.

V. 34 CFR §200.6(c)(3)(ii): Justification

As required by 34 CFR §200.6(c)(3)(ii), a state must require an LEA to submit information justifying the LEA's need to assess more than one percent of its assessed students in any

subject with an alternate assessment. In October 2025, TEA sent notifications to LEAs that exceeded the one percent participation rate including a requirement to complete the 2025–2026 STAAR Alternate 2 justification and assurances form. A sample of this form can be found on the [STAAR Alternate 2 Resources](#) web page. As part of the justification and assurances form, LEAs were asked to select a primary justification from among the following for exceeding the one percent cap:

- **The small size (less than 1,300 students) of the LEA results in a greater impact on participation rates.** LEAs who selected this justification were required to provide the most recent enrollment.
- **The LEA provides a targeted campus that draws large numbers of students with the most significant cognitive disabilities.** LEAs who selected this justification were asked to provide the county-district-campus (CDC) number of the specific targeted campus. TEA is reviewing these entries and following up with the specific LEAs as needed.
- **The ARD committee lacks the necessary knowledge or training to effectively use the participation requirements when identifying students with the most significant cognitive disabilities.** LEAs who selected this justification were asked whether they would like to be contacted by TEA for additional training resources or technical assistance. TEA is reviewing these responses and contacting the specific LEAs that answered “Yes,” providing additional training resources to assist ARD committees with making appropriate assessment decisions.
- **None of the situations above apply.** LEAs who selected this option were asked to elaborate in detail as to why their LEA is above the one percent cap. TEA is reviewing these entries and following up with the specific LEAs as needed.

TEA staff members provided guidance and oversight of each LEA that was required to submit the justification and assurances form. Responses from LEAs that assessed more than one percent of their students with an AA-AAAS in 2025 are provided in the STAAR Alternate 2 Justification and Assurances Summary, which is posted on the [STAAR Alternate 2 Resources](#) web page. Additionally, TEA staff members are continuing to verify the accuracy of the responses provided by LEAs.

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

In accordance with 34 CFR §200.6(c)(4)(iv), the waiver request from a state must include a plan and a timeline by which the state will improve the implementation of the state’s guidelines for participation in the AA-AAAS.

Following the denial of Texas’s one percent waiver request in March 2023, TEA convened an internal committee of members from the Student Assessment Division, the Office of Special Populations and Student Support, and the Office of General Counsel to review and revise the state’s definition of a student with the most significant cognitive disability.

The internal committee proposed a revised definition of a student with the most significant cognitive disability to ensure that all students with disabilities are administered appropriate

state academic assessments based on their individual needs as documented in their individualized education programs (IEPs) and determined by their corresponding ARD committees. The proposed definition was reviewed by various external stakeholder groups including special education directors from Texas’s 20 regional education service centers (ESCs) and from LEAs across the state.

After revising the state definition of a student with the most significant cognitive disability, TEA staff worked with various external stakeholder groups to revise the STAAR Alternate 2 participation requirements and the companion document to align the documents with the state’s revised definition. The companion document to the participation requirements is intended to support and guide ARD committees in determining whether a student is most appropriately assessed with an AA-AAAS. In addition, TEA staff responded to stakeholder feedback and questions by producing a “frequently asked questions” document regarding the updated participation requirements.

Table 6 provides a timeline of Texas’s previous and current actions to comply with ESEA requirements.

Table 6: Timeline

Date	Action Taken
March 2023	<ul style="list-style-type: none"> Received denial of waiver extension from USDE
April 2023	<ul style="list-style-type: none"> Convened internal committee and developed multilateral plan
May 2023	<ul style="list-style-type: none"> Communicated upcoming changes to the field Reviewed and revised new state definition with stakeholders
June 2023	<ul style="list-style-type: none"> Reviewed and revised draft participation requirements with stakeholders
August 2023	<ul style="list-style-type: none"> Implemented changes and enhanced training
March 2024	<ul style="list-style-type: none"> Opened STAAR Alternate 2 testing window
May 2024	<ul style="list-style-type: none"> Received USDE non-compliance letter
July 2024	<ul style="list-style-type: none"> Responded to USDE non-compliance letter and posted compliance plan
August 2024	<ul style="list-style-type: none"> Began bi-monthly meetings with regional ESC special education directors Began monthly meetings with regional ESC and LEA special education directors Began monthly meetings with regional ESC testing directors Began quarterly meetings with LEA testing directors Updated external desk review rubric used for monitoring
September 2024	<ul style="list-style-type: none"> Trained regional ESC testing directors
December 2024	<ul style="list-style-type: none"> Requested waiver from USDE
March 2025	<ul style="list-style-type: none"> Opened STAAR Alternate 2 testing window
April 2025	<ul style="list-style-type: none"> Received waiver approval from USDE
September 2025	<ul style="list-style-type: none"> Evaluated data collected during external desk reviews for the 2024–2025 school year Added special populations breakdown data to the Texas Performance Reporting System Trained regional ESC testing coordinators
October 2025	<ul style="list-style-type: none"> Trained LEA testing and special education coordinators Notified LEAs with participation rates exceeding one percent Began collecting justification and assurances data
November 2025	<ul style="list-style-type: none"> Posted draft waiver for public comment
December 2025	<ul style="list-style-type: none"> Requested waiver extension from USDE
March 2025	<ul style="list-style-type: none"> Opened STAAR Alternate 2 testing window

A. Improved Implementation

Texas has continued to build on the progress of the action steps implemented beginning in March 2023. Over the past few years, TEA assessment staff has significantly increased its communications and outreach (e.g., emails, newsletters, meetings, webinars) with external stakeholders regarding STAAR Alternate 2 participation decisions. TEA has continued this robust communication and technical support in the current school year by routinely connecting with not only assessment staff but also special education staff from LEAs and regions.

In addition, TEA staff from the Student Assessment and Special Education Divisions continue to update and present numerous training materials and training sessions for various stakeholders regarding STAAR Alternate 2 participation decisions. These materials include an overview and eligibility training module for regional and LEA staff; before, during, and after the assessment training modules for regional and LEA staff; a specific training module on the updated participation requirements for all stakeholders; and an eligibility video for parents and guardians.

For the 2025–2026 school year, TEA assessment staff are routinely (i.e., bi-monthly and monthly) collaborating with TEA special education staff to provide updates and answer questions from regional and LEA special education directors.

B. Additional Steps

The state is required to take additional steps to support and provide appropriate oversight to each LEA that exceeds the one percent threshold. To demonstrate substantial progress in reducing AA-AAAS participation rates, the state has implemented the following action steps, which are summarized below.

Last year TEA staff from the Student Assessment and Special Education Monitoring, Review, and Support Divisions collaborated to update the external desk review rubric that is used to evaluate an LEA's special education program through the Differentiated Monitoring and Support System. (The rubric's IEP development section now includes compliance questions regarding STAAR Alternate 2 participation to ensure that students with disabilities are assessed appropriately.) Since then, TEA staff from these two divisions collaborated to evaluate data from the external desk reviews conducted during the 2024–2025 school year. Of the 207 LEAs selected for an external desk review, 205 LEAs were determined to be compliant. LEAs that were determined to be noncompliant were required to submit corrective action plans, including root cause analyses, in May 2025. These LEAs are also required to submit monthly progress reports aligned with their corrective action plans, and they are receiving intensive support and monitoring from TEA staff. As these external desk reviews are expected to continue for about 200 new LEAs each year, TEA staff from the Student Assessment and Special Education Monitoring, Review, and Support Divisions will continue to evaluate the data and monitor those LEAs that are noncompliant to ensure that all students with disabilities are appropriately assessed.

C. Disproportionality

The state is required to address any disproportionality in the percentage of students taking an AA-AAAS.

To better understand and address any disproportionality in the percentage of students taking an AA-AAAS, TEA reviewed the STAAR Alternate 2 participation rates for each subject by student group from the 2017–2018 school year through the 2024–2025 school year. Tables 7–9 show the STAAR Alternate 2 participation rates by student group.

Table 7. AA-AAAS Participation Rates by Student Group, 2017–2018 through 2024–2025 School Years, Mathematics

Student Group	2017–2018	2018–2019	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	Difference from 2023–2024 to 2024–2025
All Students	1.45%	1.48%	1.27%	1.51%	1.63%	1.36%	1.42%	+0.06%
African American	1.92%	2.03%	1.72%	2.07%	2.18%	1.84%	1.91%	+0.07%
American Indian	1.49%	1.67%	1.61%	1.89%	1.74%	1.39%	1.74%	+0.35%
Asian	1.14%	1.20%	0.91%	1.27%	1.41%	1.28%	1.42%	+0.14%
Hispanic	1.43%	1.48%	1.25%	1.54%	1.67%	1.39%	1.46%	+0.07%
Pacific Islander	1.54%	1.44%	1.17%	1.58%	1.83%	1.63%	1.66%	+0.03%
White	1.23%	1.25%	1.13%	1.22%	1.30%	1.06%	1.06%	0.00%
Two or More Races	1.45%	1.25%	1.59%	1.41%	1.51%	1.29%	1.30%	+0.01%
Male	1.83%	1.89%	1.64%	1.97%	2.12%	1.80%	1.90%	+0.10%
Female	1.00%	1.04%	0.88%	1.03%	1.09%	0.89%	0.91%	+0.02%
English Learner	0.90%	0.93%	0.88%	1.08%	1.18%	1.00%	1.17%	+0.17%
Econ. Disadvantaged	1.66%	1.71%	1.49%	1.78%	1.92%	1.60%	1.68%	+0.08%

Table 8. AA-AAAS Participation Rates by Student Group, 2017–2018 through 2024–2025 School Years, RLA

Student Group	2017–2018	2018–2019	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	Difference from 2023–2024 to 2024–2025
All Students	1.30%	1.31%	1.19%	1.38%	1.46%	1.29%	1.42%	+0.13%
African American	1.75%	1.80%	1.59%	1.90%	1.99%	1.80%	1.91%	+0.11%
American Indian	1.27%	1.38%	1.51%	1.76%	1.70%	1.34%	1.74%	+0.40%
Asian	1.01%	1.04%	0.86%	1.11%	1.23%	1.22%	1.42%	+0.20%
Hispanic	1.28%	1.30%	1.18%	1.40%	1.48%	1.29%	1.46%	+0.17%
Pacific Islander	1.29%	1.33%	1.11%	1.38%	1.59%	1.61%	1.66%	+0.05%
White	1.14%	1.14%	1.05%	1.13%	1.19%	1.04%	1.06%	+0.02%
Two or More Races	1.12%	1.15%	1.10%	1.30%	1.39%	1.26%	1.30%	+0.04%
Male	1.65%	1.66%	1.53%	1.78%	1.88%	1.70%	1.90%	+0.20%
Female	0.92%	0.94%	0.83%	0.95%	1.00%	0.86%	0.91%	+0.05%
English Learner	0.81%	0.83%	0.96%	0.96%	1.03%	0.85%	1.17%	+0.32%
Econ. Disadvantaged	1.51%	1.52%	1.41%	1.63%	1.73%	1.50%	1.68%	+0.18%

Table 9. AA-AAAS Participation Rates by Student Group, 2017–2018 through 2024–2025 School Years, Science

Student Group	2017–2018	2018–2019	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	Difference from 2023–2024 to 2024–2025
All Students	1.32%	1.33%	1.15%	1.33%	1.42%	1.22%	1.26%	+0.04%
African American	1.80%	1.84%	1.63%	1.84%	1.92%	1.65%	1.67%	+0.02%
American Indian	1.14%	1.03%	1.68%	1.84%	1.69%	1.34%	1.34%	0.00%
Asian	1.04%	1.02%	0.75%	1.05%	1.10%	1.12%	1.19%	+0.07%
Hispanic	1.31%	1.32%	1.12%	1.35%	1.42%	1.23%	1.29%	+0.06%
Pacific Islander	1.43%	1.14%	0.85%	1.47%	1.32%	1.11%	1.32%	+0.21%
White	1.14%	1.14%	1.04%	1.11%	1.23%	0.99%	0.98%	-0.01%
Two or More Races	1.13%	1.12%	1.06%	1.27%	1.35%	1.20%	1.17%	-0.05%
Male	1.68%	1.70%	1.47%	1.73%	1.83%	1.59%	1.64%	+0.05%
Female	0.57%	0.93%	0.82%	0.92%	0.98%	0.83%	0.85%	+0.02%
English Learner	0.79%	0.78%	0.74%	0.89%	0.91%	0.78%	0.93%	+0.15%
Econ. Disadvantaged	1.55%	1.55%	1.36%	1.57%	1.68%	1.44%	1.50%	+0.06%

In addition to this analysis, TEA also examined the number, percentage, and risk ratio of each student group who took the STAAR Alternate 2 assessment in the 2024–2025 school year, as shown in Tables 11–13. Risk Ratio #1 compares the focal group’s participation rate for STAAR Alternate 2 to the non-focal group’s participation rate for STAAR Alternate 2. Risk Ratio #2 compares the focal group’s participation rate for STAAR Alternate 2 to the focal group’s participation rate for STAAR. Risk ratios exceeding 2.0 indicate that the focal group is overrepresented among the population of students participating in STAAR Alternate 2 compared to students who are not part of the focal group. As shown in Tables 10–12, Risk Ratio #1 and Risk Ratio #2 are well below the 2.0 threshold for all student groups, except for males across all subjects.

Table 10. AA-AAAS Disproportionality by Student Group, 2024–2025 School Year, Mathematics

Mathematics								
Focal Group	Focal Group			Non-Focal Group			Risk Ratio #1	Risk Ratio #2
	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2		
African American	7,243	378,296	1.91%	34,358	2,558,749	1.34%	1.43	1.35
American Indian	154	8,835	1.74%	41,447	2,928,210	1.42%	1.23	1.23
Asian	2,340	164,428	1.42%	39,261	2,772,617	1.42%	1.01	1.00
Hispanic	22,907	1,567,972	1.46%	18,694	1,369,073	1.37%	1.07	1.03
Pacific Islander	79	4,769	1.66%	41,522	2,932,276	1.42%	1.17	1.17
Two or More Races	1,227	94,648	1.30%	40,374	2,842,397	1.42%	0.91	0.92
White	7,620	715,809	1.06%	33,981	2,221,236	1.53%	0.70	0.75

Mathematics								
Focal Group	Focal Group			Non-Focal Group			Risk Ratio #1	Risk Ratio #2
	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2		
Female	13,028	1,431,362	0.91%	28,573	1,505,683	1.90%	0.48	0.64
Male	28,570	1,504,983	1.90%	13,031	1,432,062	0.91%	2.09	1.34
English Learner	8,438	720,335	1.17%	33,163	2,216,710	1.50%	0.78	0.83
Econ. Disadvantaged	29,749	1,773,985	1.68%	11,852	1,163,060	1.02%	1.65	1.18

Table 11. AA-AAAS Disproportionality by Student Group, 2024–2025 School Year, RLA

RLA								
Focal Group	Focal Group			Non-Focal Group			Risk Ratio #1	Risk Ratio #2
	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2		
African American	7,247	388,328	1.87%	34,371	2,719,656	1.26%	1.48	1.39
American Indian	154	9,297	1.66%	41,464	3,098,687	1.34%	1.24	1.24
Asian	2,334	172,859	1.35%	39,284	2,935,125	1.34%	1.01	1.01
Hispanic	22,920	1,708,424	1.34%	18,698	1,399,560	1.34%	1.00	1.00
Pacific Islander	78	4,973	1.57%	41,540	3,103,011	1.34%	1.17	1.17
Two or More Races	1,227	96,457	1.27%	40,391	3,011,527	1.34%	0.95	0.95
White	7,627	725,238	1.05%	33,991	2,382,746	1.43%	0.74	0.79
Female	13,033	1,500,603	0.87%	28,585	1,607,381	1.78%	0.49	0.65
Male	28,581	1,606,617	1.78%	13,037	1,501,367	0.87%	2.05	1.33
English Learner	8,458	863,537	0.98%	33,160	2,244,447	1.48%	0.66	0.73
Econ. Disadvantaged	29,770	1,910,288	1.56%	11,848	1,197,696	0.99%	1.58	1.16

Table 12. AA-AAAS Disproportionality by Student Group, 2024–2025 School Year, Science

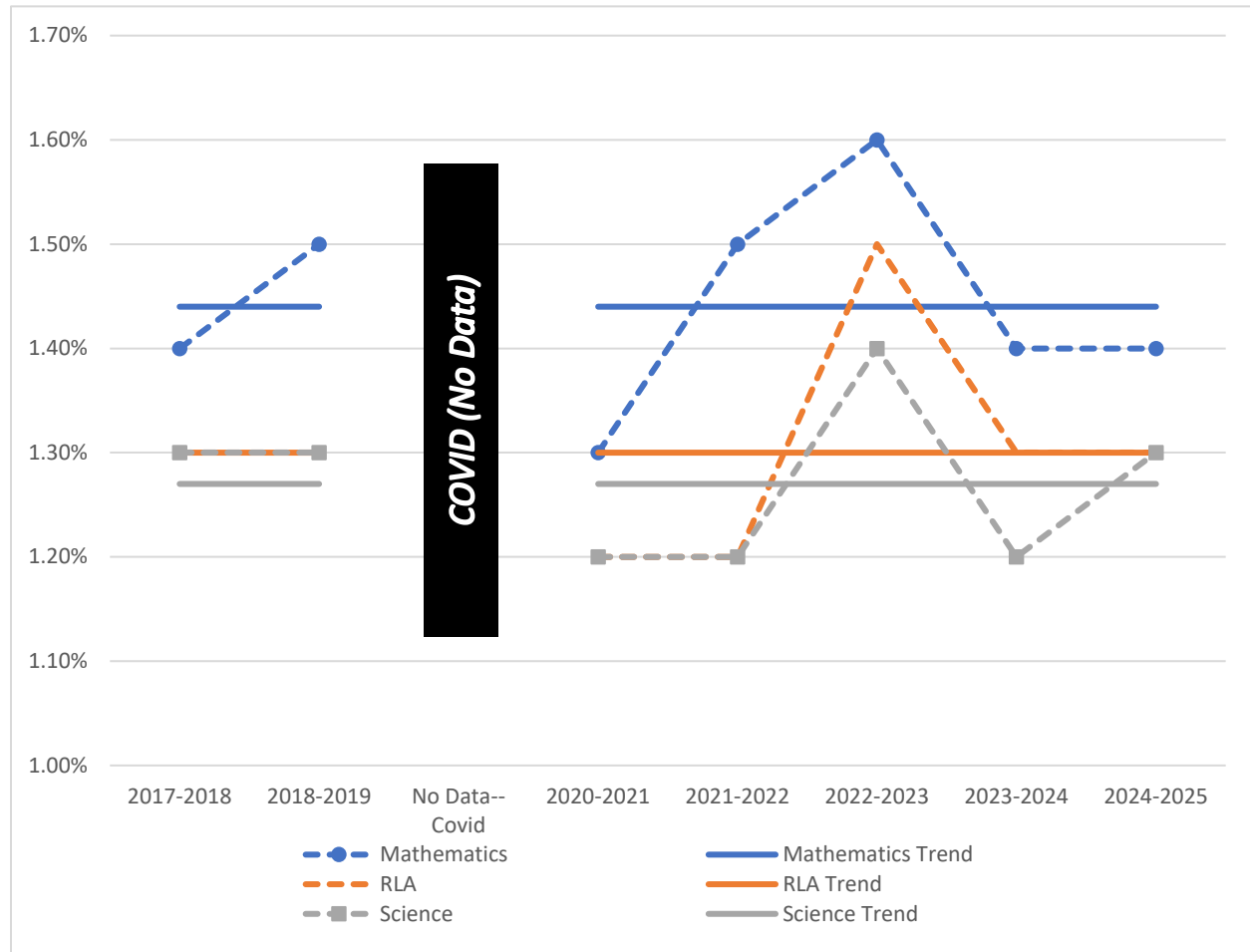
Science								
Focal Group	Focal Group			Non-Focal Group			Risk Ratio #1	Risk Ratio #2
	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2	Number of Students Taking STAAR Alternate 2	Number of Students Taking STAAR	Percentage Taking STAAR Alternate 2		
African American	2,780	166,933	1.67%	13,431	1,123,505	1.20%	1.39	1.33
American Indian	54	4,037	1.34%	16,157	1,286,401	1.26%	1.07	1.06
Asian	862	72,192	1.19%	15,349	1,218,246	1.26%	0.95	0.95
Hispanic	8,940	691,241	1.29%	7,271	599,197	1.21%	1.07	1.03
Pacific Islander	28	2,120	1.32%	16,183	1,288,318	1.26%	1.05	1.05
Two or More Races	470	40,142	1.17%	15,741	1,250,296	1.26%	0.93	0.93
White	3,065	312,887	0.98%	13,146	977,551	1.34%	0.73	0.78
Female	5,309	627,486	0.85%	10,902	662,952	1.64%	0.51	0.67
Male	10,899	662,648	1.64%	5,312	627,790	0.85%	1.94	1.31
English Learner	2,891	310,305	0.93%	13,320	980,133	1.36%	0.69	0.74
Econ. Disadvantaged	11,521	769,262	1.50%	4,690	521,176	0.90%	1.66	1.19

To address disproportionality trends in the percentage of students taking an AA-AAAS, TEA will continue to review and compare state-level participation rates by student group from year to year and continue to calculate and review state-level risk ratios. At the local level, LEAs are required to calculate risk ratios and establish plans to address disproportionality in participation rates as part of the STAAR Alternate 2 justification and assurances form submitted each year. Based on LEA data, TEA will determine the need for improvements at the local level and provide technical assistance and support as needed.

Summary

Although Texas’s AA-AAAS participation rates continue to be above the one percent threshold, they remained about the same for the 2024–2025 school year and, as Figure 1 shows, have been essentially flat since 2017. However, with the new evaluation and monitoring from the external desk reviews, TEA continues to work diligently to ensure that all students in Texas are assessed appropriately.

Figure 1: Overall AA-AAAS Participation Rates by Subject



During the 2023–2024 school year, the state witnessed a drop in AA-AAAS participation rates across all grades and subjects and maintained this decrease for more than half the assessments during the 2024–2025 school year. Table 13 shows Texas’s AA-AAAS participation rates by grade and subject for the 2023–2024 school year compared to the 2022–2023 school year and for the 2024–2025 school year compared to the 2023–2024 school year.

Table 13: AA-AAAS Participation Rates by Grade and Subject, 2022–2023 to 2024–2025 School Year

Grade and Subject or Course	2022–2023	2023–2024	Difference from 2022–2023 to 2023–2024	2024–2025	Difference from 2023–2024 to 2024–2025
Grade 3 RLA	1.9%	1.6%	-0.3%	1.8%	+0.2%
Grade 3 Mathematics	1.9%	1.6%	-0.3%	1.8%	+0.2%
Grade 4 RLA	1.8%	1.6%	-0.2%	1.6%	0.0%
Grade 4 Mathematics	1.8%	1.6%	-0.2%	1.6%	0.0%
Grade 5 RLA	1.7%	1.5%	-0.2%	1.6%	+0.1%
Grade 5 Mathematics	1.7%	1.5%	-0.2%	1.6%	+0.1%
Grade 5 Science	1.7%	1.5%	-0.2%	1.6%	+0.1%
Grade 6 RLA	1.6%	1.4%	-0.2%	1.4%	0.0%
Grade 6 Mathematics	1.6%	1.4%	-0.2%	1.5%	+0.1%
Grade 7 RLA	1.5%	1.3%	-0.2%	1.3%	0.0%
Grade 7 Mathematics	1.9%	1.5%	-0.4%	1.7%	+0.2%
Grade 8 RLA	1.5%	1.2%	-0.3%	1.2%	0.0%
Grade 8 Mathematics	1.7%	1.0%	-0.7%	1.0%	0.0%
Grade 8 Science	1.5%	1.2%	-0.3%	1.2%	0.0%
Algebra I	1.1%	0.9%	-0.2%	0.9%	0.0%
English I	1.0%	0.9%	-0.1%	0.9%	0.0%
English II	1.0%	0.9%	-0.1%	0.9%	0.0%
Biology	1.2%	1.0%	-0.2%	1.1%	+0.1%

TEA will continue to train, support, monitor, and provide oversight to LEAs and to analyze the state participation data so that it can address any disproportionality in the percentages of students taking an AA-AAAS. TEA will continue its collaboration with internal and external stakeholders at the federal, regional, state, and local levels to ensure that all students, including students with disabilities, are appropriately assessed.

Appendices

Appendix I. 2024–2025 Statewide Participation Data for Alternate Assessments

Texas State-Level Alternate Participation Rates by Ethnicity, 2024–2025 School Year

Description	Number	Percent
Alternate Tests, African American Students, Algebra I Numerator	879	1.2%
African American Students, Algebra I Denominator	74,586	
Alternate Tests, African American Students, Biology Numerator	846	1.3%
African American Students, Biology Denominator	63,475	
Alternate Tests, African American Students, English I Numerator	879	1.1%
African American Students, English I Denominator	79,399	
Alternate Tests, African American Students, English II Numerator	797	1.1%
African American Students, English II Denominator	72,414	
Alternate Tests, Grade 3, African American Students, STAAR Mathematics Numerator	1,296	2.5%
Grade 3, African American Students, STAAR Mathematics Denominator	50,964	
Alternate Tests, Grade 3, African American Students, STAAR Reading/ELA Numerator	1,297	2.5%
Grade 3, African American Students, STAAR Reading/ELA Denominator	50,966	
Alternate Tests, Grade 4, African American Students, STAAR Mathematics Numerator	1,190	2.3%
Grade 4, African American Students, STAAR Mathematics Denominator	51,339	
Alternate Tests, Grade 4, African American Students, STAAR Reading/ELA Numerator	1,189	2.3%
Grade 4, African American Students, STAAR Reading/ELA Denominator	51,390	
Alternate Tests, Grade 5, African American Students, STAAR Mathematics Numerator	1,084	2.1%
Grade 5, African American Students, STAAR Mathematics Denominator	50,712	
Alternate Tests, Grade 5, African American Students, STAAR Reading/ELA Numerator	1,084	2.1%
Grade 5, African American Students, STAAR Reading/ELA Denominator	50,983	
Alternate Tests, Grade 5, African American Students, STAAR Science Numerator	1,083	2.1%
Grade 5, African American Students, STAAR Science Denominator	50,967	
Alternate Tests, Grade 6, African American Students, STAAR Mathematics Numerator	1,012	2.0%
Grade 6, African American Students, STAAR Mathematics Denominator	50,667	
Alternate Tests, Grade 6, African American Students, STAAR Reading/ELA Numerator	1,012	2.0%
Grade 6, African American Students, STAAR Reading/ELA Denominator	50,819	
Alternate Tests, Grade 7, African American Students, STAAR Mathematics Numerator	933	2.2%
Grade 7, African American Students, STAAR Mathematics Denominator	42,287	
Alternate Tests, Grade 7, African American Students, STAAR Reading/ELA Numerator	933	1.8%
Grade 7, African American Students, STAAR Reading/ELA Denominator	51,262	
Alternate Tests, Grade 8, African American Students, STAAR Mathematics Numerator	852	1.4%
Grade 8, African American Students, STAAR Mathematics Denominator	62,269	
Alternate Tests, Grade 8, African American Students, STAAR Reading/ELA Numerator	853	1.6%
Grade 8, African American Students, STAAR Reading/ELA Denominator	52,637	
Alternate Tests, Grade 8, African American Students, STAAR Science Numerator	851	1.6%
Grade 8, African American Students, STAAR Science Denominator	53,154	
Alternate Tests, Hispanic Students, Algebra I Numerator	2,680	0.9%
Hispanic Students, Algebra I Denominator	291,839	
Alternate Tests, Hispanic Students, Biology Numerator	2,745	1.1%
Hispanic Students, Biology Denominator	259,617	
Alternate Tests, Hispanic Students, English I Numerator	2,665	0.8%
Hispanic Students, English I Denominator	329,321	
Alternate Tests, Hispanic Students, English II Numerator	2,593	0.9%
Hispanic Students, English II Denominator	300,810	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Grade 3, Hispanic Students, STAAR Mathematics Numerator	4,195	1.9%
Grade 3, Hispanic Students, STAAR Mathematics Denominator	216,326	
Alternate Tests, Grade 3, Hispanic Students, STAAR Reading/ELA Numerator	4,200	1.9%
Grade 3, Hispanic Students, STAAR Reading/ELA Denominator	216,934	
Alternate Tests, Grade 4, Hispanic Students, STAAR Mathematics Numerator	3,656	1.7%
Grade 4, Hispanic Students, STAAR Mathematics Denominator	215,687	
Alternate Tests, Grade 4, Hispanic Students, STAAR Reading/ELA Numerator	3,661	1.7%
Grade 4, Hispanic Students, STAAR Reading/ELA Denominator	216,557	
Alternate Tests, Grade 5, Hispanic Students, STAAR Mathematics Numerator	3,511	1.6%
Grade 5, Hispanic Students, STAAR Mathematics Denominator	213,930	
Alternate Tests, Grade 5, Hispanic Students, STAAR Reading/ELA Numerator	3,510	1.6%
Grade 5, Hispanic Students, STAAR Reading/ELA Denominator	215,007	
Alternate Tests, Grade 5, Hispanic Students, STAAR Science Numerator	3,507	1.6%
Grade 5, Hispanic Students, STAAR Science Denominator	214,529	
Alternate Tests, Grade 6, Hispanic Students, STAAR Mathematics Numerator	3,191	1.5%
Grade 6, Hispanic Students, STAAR Mathematics Denominator	212,718	
Alternate Tests, Grade 6, Hispanic Students, STAAR Reading/ELA Numerator	3,192	1.5%
Grade 6, Hispanic Students, STAAR Reading/ELA Denominator	214,867	
Alternate Tests, Grade 7, Hispanic Students, STAAR Mathematics Numerator	2,987	1.8%
Grade 7, Hispanic Students, STAAR Mathematics Denominator	168,410	
Alternate Tests, Grade 7, Hispanic Students, STAAR Reading/ELA Numerator	2,987	1.4%
Grade 7, Hispanic Students, STAAR Reading/ELA Denominator	216,333	
Alternate Tests, Grade 8, Hispanic Students, STAAR Mathematics Numerator	2,692	1.0%
Grade 8, Hispanic Students, STAAR Mathematics Denominator	270,469	
Alternate Tests, Grade 8, Hispanic Students, STAAR Reading/ELA Numerator	2,691	1.2%
Grade 8, Hispanic Students, STAAR Reading/ELA Denominator	220,073	
Alternate Tests, Grade 8, Hispanic Students, STAAR Science Numerator	2,691	1.2%
Grade 8, Hispanic Students, STAAR Science Denominator	221,743	
Alternate Tests, White Students, Algebra I Numerator	978	0.8%
White Students, Algebra I Denominator	118,868	
Alternate Tests, White Students, Biology Numerator	1,016	0.9%
White Students, Biology Denominator	110,632	
Alternate Tests, White Students, English I Numerator	984	0.8%
White Students, English I Denominator	121,839	
Alternate Tests, White Students, English II Numerator	1,017	0.9%
White Students, English II Denominator	116,980	
Alternate Tests, Grade 3, White Students, STAAR Mathematics Numerator	1,261	1.3%
Grade 3, White Students, STAAR Mathematics Denominator	99,553	
Alternate Tests, Grade 3, White Students, STAAR Reading/ELA Numerator	1,262	1.3%
Grade 3, White Students, STAAR Reading/ELA Denominator	99,738	
Alternate Tests, Grade 4, White Students, STAAR Mathematics Numerator	1,223	1.2%
Grade 4, White Students, STAAR Mathematics Denominator	98,690	
Alternate Tests, Grade 4, White Students, STAAR Reading/ELA Numerator	1,224	1.2%
Grade 4, White Students, STAAR Reading/ELA Denominator	99,323	
Alternate Tests, Grade 5, White Students, STAAR Mathematics Numerator	1,131	1.1%
Grade 5, White Students, STAAR Mathematics Denominator	99,734	
Alternate Tests, Grade 5, White Students, STAAR Reading/ELA Numerator	1,129	1.1%
Grade 5, White Students, STAAR Reading/ELA Denominator	100,583	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Grade 5, White Students, STAAR Science Numerator	1,127	1.1%
Grade 5, White Students, STAAR Science Denominator	100,561	
Alternate Tests, Grade 6, White Students, STAAR Mathematics Numerator	1,090	1.1%
Grade 6, White Students, STAAR Mathematics Denominator	98,016	
Alternate Tests, Grade 6, White Students, STAAR Reading/ELA Numerator	1,089	1.1%
Grade 6, White Students, STAAR Reading/ELA Denominator	100,131	
Alternate Tests, Grade 7, White Students, STAAR Mathematics Numerator	1,014	1.3%
Grade 7, White Students, STAAR Mathematics Denominator	75,281	
Alternate Tests, Grade 7, White Students, STAAR Reading/ELA Numerator	1,015	1.0%
Grade 7, White Students, STAAR Reading/ELA Denominator	100,695	
Alternate Tests, Grade 8, White Students, STAAR Mathematics Numerator	923	0.7%
Grade 8, White Students, STAAR Mathematics Denominator	130,549	
Alternate Tests, Grade 8, White Students, STAAR Reading/ELA Numerator	922	0.9%
Grade 8, White Students, STAAR Reading/ELA Denominator	101,629	
Alternate Tests, Grade 8, White Students, STAAR Science Numerator	922	0.9%
Grade 8, White Students, STAAR Science Denominator	102,510	
Alternate Tests, American Indian Students, Algebra I Numerator	13	0.7%
American Indian Students, Algebra I Denominator	1,752	
Alternate Tests, American Indian Students, Biology Numerator	14	0.9%
American Indian Students, Biology Denominator	1,596	
Alternate Tests, American Indian Students, English I Numerator	13	0.7%
American Indian Students, English I Denominator	1,921	
Alternate Tests, American Indian Students, English II Numerator	18	1.0%
American Indian Students, English II Denominator	1,719	
Alternate Tests, Grade 3, American Indian Students, STAAR Mathematics Numerator	43	3.6%
Grade 3, American Indian Students, STAAR Mathematics Denominator	1,201	
Alternate Tests, Grade 3, American Indian Students, STAAR Reading/ELA Numerator	43	3.6%
Grade 3, American Indian Students, STAAR Reading/ELA Denominator	1,210	
Alternate Tests, Grade 4, American Indian Students, STAAR Mathematics Numerator	23	2.0%
Grade 4, American Indian Students, STAAR Mathematics Denominator	1,132	
Alternate Tests, Grade 4, American Indian Students, STAAR Reading/ELA Numerator	23	2.0%
Grade 4, American Indian Students, STAAR Reading/ELA Denominator	1,140	
Alternate Tests, Grade 5, American Indian Students, STAAR Mathematics Numerator	19	1.6%
Grade 5, American Indian Students, STAAR Mathematics Denominator	1,188	
Alternate Tests, Grade 5, American Indian Students, STAAR Reading/ELA Numerator	19	1.6%
Grade 5, American Indian Students, STAAR Reading/ELA Denominator	1,197	
Alternate Tests, Grade 5, American Indian Students, STAAR Science Numerator	19	1.6%
Grade 5, American Indian Students, STAAR Science Denominator	1,191	
Alternate Tests, Grade 6, American Indian Students, STAAR Mathematics Numerator	26	2.2%
Grade 6, American Indian Students, STAAR Mathematics Denominator	1,187	
Alternate Tests, Grade 6, American Indian Students, STAAR Reading/ELA Numerator	26	2.2%
Grade 6, American Indian Students, STAAR Reading/ELA Denominator	1,204	
Alternate Tests, Grade 7, American Indian Students, STAAR Mathematics Numerator	9	0.9%
Grade 7, American Indian Students, STAAR Mathematics Denominator	960	
Alternate Tests, Grade 7, American Indian Students, STAAR Reading/ELA Numerator	9	0.8%
Grade 7, American Indian Students, STAAR Reading/ELA Denominator	1,184	
Alternate Tests, Grade 8, American Indian Students, STAAR Mathematics Numerator	21	1.4%
Grade 8, American Indian Students, STAAR Mathematics Denominator	1,497	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Grade 8, American Indian Students, STAAR Reading/ELA Numerator	21	1.7%
Grade 8, American Indian Students, STAAR Reading/ELA Denominator	1,250	
Alternate Tests, Grade 8, American Indian Students, STAAR Science Numerator	21	1.7%
Grade 8, American Indian Students, STAAR Science Denominator	1,259	
Alternate Tests, Two or More Races Students, Algebra I Numerator	134	0.9%
Two or More Races Students, Algebra I Denominator	15,261	
Alternate Tests, Two or More Races Students, Biology Numerator	127	0.9%
Two or More Races Students, Biology Denominator	13,810	
Alternate Tests, Two or More Races Students, English I Numerator	134	0.9%
Two or More Races Students, English I Denominator	15,465	
Alternate Tests, Two or More Races Students, English II Numerator	111	0.8%
Two or More Races Students, English II Denominator	14,298	
Alternate Tests, Grade 3, Two or More Races Students, STAAR Mathematics Numerator	217	1.5%
Grade 3, Two or More Races Students, STAAR Mathematics Denominator	14,625	
Alternate Tests, Grade 3, Two or More Races Students, STAAR Reading/ELA Numerator	217	1.5%
Grade 3, Two or More Races Students, STAAR Reading/ELA Denominator	14,654	
Alternate Tests, Grade 4, Two or More Races Students, STAAR Mathematics Numerator	191	1.4%
Grade 4, Two or More Races Students, STAAR Mathematics Denominator	13,948	
Alternate Tests, Grade 4, Two or More Races Students, STAAR Reading/ELA Numerator	190	1.4%
Grade 4, Two or More Races Students, STAAR Reading/ELA Denominator	14,063	
Alternate Tests, Grade 5, Two or More Races Students, STAAR Mathematics Numerator	191	1.4%
Grade 5, Two or More Races Students, STAAR Mathematics Denominator	13,551	
Alternate Tests, Grade 5, Two or More Races Students, STAAR Reading/ELA Numerator	191	1.4%
Grade 5, Two or More Races Students, STAAR Reading/ELA Denominator	13,660	
Alternate Tests, Grade 5, Two or More Races Students, STAAR Science Numerator	191	1.4%
Grade 5, Two or More Races Students, STAAR Science Denominator	13,660	
Alternate Tests, Grade 6, Two or More Races Students, STAAR Mathematics Numerator	191	1.5%
Grade 6, Two or More Races Students, STAAR Mathematics Denominator	12,801	
Alternate Tests, Grade 6, Two or More Races Students, STAAR Reading/ELA Numerator	190	1.5%
Grade 6, Two or More Races Students, STAAR Reading/ELA Denominator	13,086	
Alternate Tests, Grade 7, Two or More Races Students, STAAR Mathematics Numerator	150	1.5%
Grade 7, Two or More Races Students, STAAR Mathematics Denominator	9,768	
Alternate Tests, Grade 7, Two or More Races Students, STAAR Reading/ELA Numerator	151	1.2%
Grade 7, Two or More Races Students, STAAR Reading/ELA Denominator	12,688	
Alternate Tests, Grade 8, Two or More Races Students, STAAR Mathematics Numerator	153	0.9%
Grade 8, Two or More Races Students, STAAR Mathematics Denominator	16,148	
Alternate Tests, Grade 8, Two or More Races Students, STAAR Reading/ELA Numerator	153	1.2%
Grade 8, Two or More Races Students, STAAR Reading/ELA Denominator	12,717	
Alternate Tests, Grade 8, Two or More Races Students, STAAR Science Numerator	152	1.2%
Grade 8, Two or More Races Students, STAAR Science Denominator	12,815	
Alternate Tests, Asian Students, Algebra I Numerator	250	1.0%
Asian Students, Algebra I Denominator	25,646	
Alternate Tests, Asian Students, Biology Numerator	242	1.0%
Asian Students, Biology Denominator	24,722	
Alternate Tests, Asian Students, English I Numerator	245	0.9%
Asian Students, English I Denominator	26,039	
Alternate Tests, Asian Students, English II Numerator	185	0.7%
Asian Students, English II Denominator	24,890	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Grade 3, Asian Students, STAAR Mathematics Numerator	477	2.0%
Grade 3, Asian Students, STAAR Mathematics Denominator	23,491	
Alternate Tests, Grade 3, Asian Students, STAAR Reading/ELA Numerator	477	2.0%
Grade 3, Asian Students, STAAR Reading/ELA Denominator	23,648	
Alternate Tests, Grade 4, Asian Students, STAAR Mathematics Numerator	365	1.6%
Grade 4, Asian Students, STAAR Mathematics Denominator	23,180	
Alternate Tests, Grade 4, Asian Students, STAAR Reading/ELA Numerator	364	1.5%
Grade 4, Asian Students, STAAR Reading/ELA Denominator	23,663	
Alternate Tests, Grade 5, Asian Students, STAAR Mathematics Numerator	372	1.6%
Grade 5, Asian Students, STAAR Mathematics Denominator	23,510	
Alternate Tests, Grade 5, Asian Students, STAAR Reading/ELA Numerator	372	1.5%
Grade 5, Asian Students, STAAR Reading/ELA Denominator	24,061	
Alternate Tests, Grade 5, Asian Students, STAAR Science Numerator	372	1.5%
Grade 5, Asian Students, STAAR Science Denominator	24,004	
Alternate Tests, Grade 6, Asian Students, STAAR Mathematics Numerator	356	1.6%
Grade 6, Asian Students, STAAR Mathematics Denominator	22,214	
Alternate Tests, Grade 6, Asian Students, STAAR Reading/ELA Numerator	356	1.5%
Grade 6, Asian Students, STAAR Reading/ELA Denominator	24,227	
Alternate Tests, Grade 7, Asian Students, STAAR Mathematics Numerator	273	1.5%
Grade 7, Asian Students, STAAR Mathematics Denominator	18,369	
Alternate Tests, Grade 7, Asian Students, STAAR Reading/ELA Numerator	273	1.1%
Grade 7, Asian Students, STAAR Reading/ELA Denominator	23,972	
Alternate Tests, Grade 8, Asian Students, STAAR Mathematics Numerator	247	0.8%
Grade 8, Asian Students, STAAR Mathematics Denominator	32,146	
Alternate Tests, Grade 8, Asian Students, STAAR Reading/ELA Numerator	247	1.0%
Grade 8, Asian Students, STAAR Reading/ELA Denominator	23,645	
Alternate Tests, Grade 8, Asian Students, STAAR Science Numerator	248	1.0%
Grade 8, Asian Students, STAAR Science Denominator	23,896	
Alternate Tests, Pacific Islander Students, Algebra I Numerator	5	0.6%
Pacific Islander Students, Algebra I Denominator	861	
Alternate Tests, Pacific Islander Students, Biology Numerator	3	0.4%
Pacific Islander Students, Biology Denominator	814	
Alternate Tests, Pacific Islander Students, English I Numerator	4	0.4%
Pacific Islander Students, English I Denominator	920	
Alternate Tests, Pacific Islander Students, English II Numerator	7	0.8%
Pacific Islander Students, English II Denominator	841	
Alternate Tests, Grade 3, Pacific Islander Students, STAAR Mathematics Numerator	15	2.3%
Grade 3, Pacific Islander Students, STAAR Mathematics Denominator	642	
Alternate Tests, Grade 3, Pacific Islander Students, STAAR Reading/ELA Numerator	15	2.3%
Grade 3, Pacific Islander Students, STAAR Reading/ELA Denominator	640	
Alternate Tests, Grade 4, Pacific Islander Students, STAAR Mathematics Numerator	12	1.8%
Grade 4, Pacific Islander Students, STAAR Mathematics Denominator	656	
Alternate Tests, Grade 4, Pacific Islander Students, STAAR Reading/ELA Numerator	12	1.8%
Grade 4, Pacific Islander Students, STAAR Reading/ELA Denominator	658	
Alternate Tests, Grade 5, Pacific Islander Students, STAAR Mathematics Numerator	14	2.2%
Grade 5, Pacific Islander Students, STAAR Mathematics Denominator	627	
Alternate Tests, Grade 5, Pacific Islander Students, STAAR Reading/ELA Numerator	14	2.2%
Grade 5, Pacific Islander Students, STAAR Reading/ELA Denominator	628	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Grade 5, Pacific Islander Students, STAAR Science Numerator	14	2.2%
Grade 5, Pacific Islander Students, STAAR Science Denominator	628	
Alternate Tests, Grade 6, Pacific Islander Students, STAAR Mathematics Numerator	8	1.2%
Grade 6, Pacific Islander Students, STAAR Mathematics Denominator	678	
Alternate Tests, Grade 6, Pacific Islander Students, STAAR Reading/ELA Numerator	8	1.2%
Grade 6, Pacific Islander Students, STAAR Reading/ELA Denominator	691	
Alternate Tests, Grade 7, Pacific Islander Students, STAAR Mathematics Numerator	14	2.6%
Grade 7, Pacific Islander Students, STAAR Mathematics Denominator	542	
Alternate Tests, Grade 7, Pacific Islander Students, STAAR Reading/ELA Numerator	14	2.0%
Grade 7, Pacific Islander Students, STAAR Reading/ELA Denominator	686	
Alternate Tests, Grade 8, Pacific Islander Students, STAAR Mathematics Numerator	11	1.3%
Grade 8, Pacific Islander Students, STAAR Mathematics Denominator	831	
Alternate Tests, Grade 8, Pacific Islander Students, STAAR Reading/ELA Numerator	11	1.6%
Grade 8, Pacific Islander Students, STAAR Reading/ELA Denominator	677	
Alternate Tests, Grade 8, Pacific Islander Students, STAAR Science Numerator	11	1.6%
Grade 8, Pacific Islander Students, STAAR Science Denominator	687	

**Texas State-Level Alternate Participation Rates by Gender,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Female Students, Algebra I Numerator	1,678	0.7%
Female Students, Algebra I Denominator	252,710	
Alternate Tests, Female Students, Biology Numerator	1,718	0.7%
Female Students, Biology Denominator	230,128	
Alternate Tests, Female Students, English I Numerator	1,680	0.6%
Female Students, English I Denominator	265,371	
Alternate Tests, Female Students, English II Numerator	1,624	0.6%
Female Students, English II Denominator	250,855	
Alternate Tests, Grade 3, Female Students, STAAR Mathematics Numerator	2,190	1.1%
Grade 3, Female Students, STAAR Mathematics Denominator	199,166	
Alternate Tests, Grade 3, Female Students, STAAR Reading/ELA Numerator	2,193	1.1%
Grade 3, Female Students, STAAR Reading/ELA Denominator	199,558	
Alternate Tests, Grade 4, Female Students, STAAR Mathematics Numerator	1,976	1.0%
Grade 4, Female Students, STAAR Mathematics Denominator	198,554	
Alternate Tests, Grade 4, Female Students, STAAR Reading/ELA Numerator	1,979	1.0%
Grade 4, Female Students, STAAR Reading/ELA Denominator	199,433	
Alternate Tests, Grade 5, Female Students, STAAR Mathematics Numerator	1,965	1.0%
Grade 5, Female Students, STAAR Mathematics Denominator	196,843	
Alternate Tests, Grade 5, Female Students, STAAR Reading/ELA Numerator	1,964	1.0%
Grade 5, Female Students, STAAR Reading/ELA Denominator	198,079	
Alternate Tests, Grade 5, Female Students, STAAR Science Numerator	1,962	1.0%
Grade 5, Female Students, STAAR Science Denominator	197,800	
Alternate Tests, Grade 6, Female Students, STAAR Mathematics Numerator	1,862	1.0%
Grade 6, Female Students, STAAR Mathematics Denominator	195,140	
Alternate Tests, Grade 6, Female Students, STAAR Reading/ELA Numerator	1,858	0.9%
Grade 6, Female Students, STAAR Reading/ELA Denominator	197,983	
Alternate Tests, Grade 7, Female Students, STAAR Mathematics Numerator	1,728	1.1%
Grade 7, Female Students, STAAR Mathematics Denominator	154,460	

**Texas State-Level Alternate Participation Rates by Gender,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Grade 7, Female Students, STAAR Reading/ELA Numerator	1,725	0.9%
Grade 7, Female Students, STAAR Reading/ELA Denominator	198,364	
Alternate Tests, Grade 8, Female Students, STAAR Mathematics Numerator	1,631	0.7%
Grade 8, Female Students, STAAR Mathematics Denominator	249,248	
Alternate Tests, Grade 8, Female Students, STAAR Reading/ELA Numerator	1,629	0.8%
Grade 8, Female Students, STAAR Reading/ELA Denominator	201,142	
Alternate Tests, Grade 8, Female Students, STAAR Science Numerator	1,630	0.8%
Grade 8, Female Students, STAAR Science Denominator	202,641	
Alternate Tests, Male Students, Algebra I Numerator	3,262	1.2%
Male Students, Algebra I Denominator	276,491	
Alternate Tests, Male Students, Biology Numerator	3,275	1.3%
Male Students, Biology Denominator	244,764	
Alternate Tests, Male Students, English I Numerator	3,244	1.0%
Male Students, English I Denominator	309,954	
Alternate Tests, Male Students, English II Numerator	3,105	1.1%
Male Students, English II Denominator	281,420	
Alternate Tests, Grade 3, Male Students, STAAR Mathematics Numerator	5,319	2.6%
Grade 3, Male Students, STAAR Mathematics Denominator	207,851	
Alternate Tests, Grade 3, Male Students, STAAR Reading/ELA Numerator	5,323	2.6%
Grade 3, Male Students, STAAR Reading/ELA Denominator	208,433	
Alternate Tests, Grade 4, Male Students, STAAR Mathematics Numerator	4,690	2.3%
Grade 4, Male Students, STAAR Mathematics Denominator	206,297	
Alternate Tests, Grade 4, Male Students, STAAR Reading/ELA Numerator	4,690	2.3%
Grade 4, Male Students, STAAR Reading/ELA Denominator	207,575	
Alternate Tests, Grade 5, Male Students, STAAR Mathematics Numerator	4,358	2.1%
Grade 5, Male Students, STAAR Mathematics Denominator	206,585	
Alternate Tests, Grade 5, Male Students, STAAR Reading/ELA Numerator	4,356	2.1%
Grade 5, Male Students, STAAR Reading/ELA Denominator	208,223	
Alternate Tests, Grade 5, Male Students, STAAR Science Numerator	4,352	2.1%
Grade 5, Male Students, STAAR Science Denominator	207,916	
Alternate Tests, Grade 6, Male Students, STAAR Mathematics Numerator	4,015	2.0%
Grade 6, Male Students, STAAR Mathematics Denominator	203,361	
Alternate Tests, Grade 6, Male Students, STAAR Reading/ELA Numerator	4,018	1.9%
Grade 6, Male Students, STAAR Reading/ELA Denominator	207,249	
Alternate Tests, Grade 7, Male Students, STAAR Mathematics Numerator	3,656	2.3%
Grade 7, Male Students, STAAR Mathematics Denominator	161,363	
Alternate Tests, Grade 7, Male Students, STAAR Reading/ELA Numerator	3,661	1.8%
Grade 7, Male Students, STAAR Reading/ELA Denominator	208,669	
Alternate Tests, Grade 8, Male Students, STAAR Mathematics Numerator	3,276	1.2%
Grade 8, Male Students, STAAR Mathematics Denominator	264,868	
Alternate Tests, Grade 8, Male Students, STAAR Reading/ELA Numerator	3,277	1.5%
Grade 8, Male Students, STAAR Reading/ELA Denominator	211,678	
Alternate Tests, Grade 8, Male Students, STAAR Science Numerator	3,274	1.5%
Grade 8, Male Students, STAAR Science Denominator	213,618	

**Texas State-Level Alternate Participation Rates by Special Populations,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Economically Disadvantaged Students, Algebra I Numerator	3,465	1.1%
Economically Disadvantaged Students, Algebra I Denominator	326,448	
Alternate Tests, Economically Disadvantaged Students, Biology Numerator	3,499	1.2%
Economically Disadvantaged Students, Biology Denominator	284,020	
Alternate Tests, Economically Disadvantaged Students, English I Numerator	3,452	0.9%
Economically Disadvantaged Students, English I Denominator	363,844	
Alternate Tests, Economically Disadvantaged Students, English II Numerator	3,327	1.0%
Economically Disadvantaged Students, English II Denominator	324,287	
Alternate Tests, Grade 3, Economically Disadvantaged Students, STAAR Mathematics Numerator	5,420	2.2%
Grade 3, Economically Disadvantaged Students, STAAR Mathematics Denominator	249,991	
Alternate Tests, Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	5,428	2.2%
Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	250,648	
Alternate Tests, Grade 4, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,815	1.9%
Grade 4, Economically Disadvantaged Students, STAAR Mathematics Denominator	248,776	
Alternate Tests, Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,819	1.9%
Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	249,550	
Alternate Tests, Grade 5, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,539	1.9%
Grade 5, Economically Disadvantaged Students, STAAR Mathematics Denominator	244,060	
Alternate Tests, Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,539	1.9%
Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	245,144	
Alternate Tests, Grade 5, Economically Disadvantaged Students, STAAR Science Numerator	4,536	1.9%
Grade 5, Economically Disadvantaged Students, STAAR Science Denominator	244,674	
Alternate Tests, Grade 6, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,157	1.7%
Grade 6, Economically Disadvantaged Students, STAAR Mathematics Denominator	241,926	
Alternate Tests, Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,158	1.7%
Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	243,792	
Alternate Tests, Grade 7, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,866	2.0%
Grade 7, Economically Disadvantaged Students, STAAR Mathematics Denominator	196,172	
Alternate Tests, Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,870	1.6%
Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	242,914	
Alternate Tests, Grade 8, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,491	1.2%
Grade 8, Economically Disadvantaged Students, STAAR Mathematics Denominator	292,159	
Alternate Tests, Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,489	1.4%
Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	243,563	
Alternate Tests, Grade 8, Economically Disadvantaged Students, STAAR Science Numerator	3,488	1.4%
Grade 8, Economically Disadvantaged Students, STAAR Science Denominator	245,349	
Alternate Tests, EL Students, Algebra I Numerator	732	0.5%
EL Students, Algebra I Denominator	133,839	
Alternate Tests, EL Students, Biology Numerator	715	0.6%
EL Students, Biology Denominator	115,527	
Alternate Tests, EL Students, English I Numerator	724	0.4%
EL Students, English I Denominator	165,081	
Alternate Tests, EL Students, English II Numerator	593	0.4%
EL Students, English II Denominator	137,169	
Alternate Tests, Grade 3, EL Students, STAAR Mathematics Numerator	1,967	1.8%
Grade 3, EL Students, STAAR Mathematics Denominator	109,720	
Alternate Tests, Grade 3, EL Students, STAAR Reading/ELA Numerator	1,970	1.8%
Grade 3, EL Students, STAAR Reading/ELA Denominator	110,437	

**Texas State-Level Alternate Participation Rates by Special Populations,
2024–2025 School Year**

Description	Number	Percent
Alternate Tests, Grade 4, EL Students, STAAR Mathematics Numerator	1,534	1.5%
Grade 4, EL Students, STAAR Mathematics Denominator	105,394	
Alternate Tests, Grade 4, EL Students, STAAR Reading/ELA Numerator	1,537	1.4%
Grade 4, EL Students, STAAR Reading/ELA Denominator	106,159	
Alternate Tests, Grade 5, EL Students, STAAR Mathematics Numerator	1,428	1.4%
Grade 5, EL Students, STAAR Mathematics Denominator	101,269	
Alternate Tests, Grade 5, EL Students, STAAR Reading/ELA Numerator	1,428	1.4%
Grade 5, EL Students, STAAR Reading/ELA Denominator	102,013	
Alternate Tests, Grade 5, EL Students, STAAR Science Numerator	1,427	1.4%
Grade 5, EL Students, STAAR Science Denominator	101,453	
Alternate Tests, Grade 6, EL Students, STAAR Mathematics Numerator	1,127	1.2%
Grade 6, EL Students, STAAR Mathematics Denominator	93,226	
Alternate Tests, Grade 6, EL Students, STAAR Reading/ELA Numerator	1,129	1.2%
Grade 6, EL Students, STAAR Reading/ELA Denominator	94,123	
Alternate Tests, Grade 7, EL Students, STAAR Mathematics Numerator	904	1.1%
Grade 7, EL Students, STAAR Mathematics Denominator	79,506	
Alternate Tests, Grade 7, EL Students, STAAR Reading/ELA Numerator	905	0.9%
Grade 7, EL Students, STAAR Reading/ELA Denominator	98,831	
Alternate Tests, Grade 8, EL Students, STAAR Mathematics Numerator	747	0.6%
Grade 8, EL Students, STAAR Mathematics Denominator	115,032	
Alternate Tests, Grade 8, EL Students, STAAR Reading/ELA Numerator	748	0.8%
Grade 8, EL Students, STAAR Reading/ELA Denominator	95,815	
Alternate Tests, Grade 8, EL Students, STAAR Science Numerator	749	0.8%
Grade 8, EL Students, STAAR Science Denominator	96,090	

Appendix II. 2024–2025 Statewide Participation Data for General Assessments

Texas State-Level Participation Rates All Students by Subject, 2024–2025 School Year

Description	Number	Percent
STAAR Mathematics Numerator	2,908,812	99.0%
STAAR Mathematics Denominator	2,937,045	
STAAR RLA Numerator	2,994,431	96.3%
STAAR RLA Denominator	3,107,984	
STAAR Science Numerator	1,273,608	98.7%
STAAR Science Denominator	1,290,438	

Texas State-Level Participation Rates All Students by Test, 2024–2025 School Year

Description	Number	Percent
All Tests, All Students, Algebra I Numerator	519,318	98.1%
All Students, Algebra I Denominator	529,350	
All Tests, All Students, Biology Numerator	466,386	98.2%
All Students, Biology Denominator	475,027	
All Tests, All Students, English I Numerator	565,443	98.3%
All Students, English I Denominator	575,486	
All Tests, All Students, English II Numerator	521,763	98.0%
All Students, English II Denominator	532,418	
All Tests, Grade 3, All Students, STAAR Mathematics Numerator	405,344	99.6%
Grade 3, All Students, STAAR Mathematics Denominator	407,106	
All Tests, Grade 3, All Students, STAAR Reading/ELA Numerator	405,719	99.4%
Grade 3, All Students, STAAR Reading/ELA Denominator	408,080	
All Tests, Grade 4, All Students, STAAR Mathematics Numerator	403,143	99.6%
Grade 4, All Students, STAAR Mathematics Denominator	404,942	
All Tests, Grade 4, All Students, STAAR Reading/ELA Numerator	404,867	99.5%
Grade 4, All Students, STAAR Reading/ELA Denominator	407,095	
All Tests, Grade 5, All Students, STAAR Mathematics Numerator	401,845	99.6%
Grade 5, All Students, STAAR Mathematics Denominator	403,510	
All Tests, Grade 5, All Students, STAAR Reading/ELA Numerator	404,318	99.5%
Grade 5, All Students, STAAR Reading/ELA Denominator	406,377	
All Tests, Grade 5, All Students, STAAR Science Numerator	403,872	99.5%
Grade 5, All Students, STAAR Science Denominator	405,793	
All Tests, Grade 6, All Students, STAAR Mathematics Numerator	396,137	99.4%
Grade 6, All Students, STAAR Mathematics Denominator	398,585	
All Tests, Grade 6, All Students, STAAR Reading/ELA Numerator	402,607	99.3%
Grade 6, All Students, STAAR Reading/ELA Denominator	405,311	
All Tests, Grade 7, All Students, STAAR Mathematics Numerator	313,307	99.2%
Grade 7, All Students, STAAR Mathematics Denominator	315,932	
All Tests, Grade 7, All Students, STAAR Reading/ELA Numerator	403,893	99.2%
Grade 7, All Students, STAAR Reading/ELA Denominator	407,143	
All Tests, Grade 8, All Students, STAAR Mathematics Numerator	510,530	99.3%
Grade 8, All Students, STAAR Mathematics Denominator	514,225	
All Tests, Grade 8, All Students, STAAR Reading/ELA Numerator	409,387	99.1%
Grade 8, All Students, STAAR Reading/ELA Denominator	412,916	
All Tests, Grade 8, All Students, STAAR Science Numerator	412,741	99.1%
Grade 8, All Students, STAAR Science Denominator	416,358	

Texas State-Level Participation Rates All Students Receiving Special Education Services by Subject, 2024–2025 School Year

Description	Number	Percent
STAAR Mathematics Numerator	521,556	98.7%
STAAR Mathematics Denominator	528,163	
STAAR RLA Numerator	535,109	96.8%
STAAR RLA Denominator	552,655	
STAAR Science Numerator	202,634	98.3%
STAAR Science Denominator	206,143	

Texas State-Level Participation Rates All Students Receiving Special Education Services by Test, 2024–2025 School Year

Description	Number	Percent
All Tests, All Students in Special Ed, Algebra I Numerator	74,250	97.1%
All Students in Special Ed, Algebra I Denominator	76,469	
All Tests, All Students in Special Ed, Biology Numerator	62,938	97.0%
All Students in Special Ed, Biology Denominator	64,853	
All Tests, All Students in Special Ed, English I Numerator	83,202	97.3%
All Students in Special Ed, English I Denominator	85,479	
All Tests, All Students in Special Ed, English II Numerator	67,576	96.9%
All Students in Special Ed, English II Denominator	69,772	
All Tests, Grade 3, All Students in Special Ed, STAAR Mathematics Numerator	87,052	99.3%
Grade 3, All Students in Special Ed, STAAR Mathematics Denominator	87,675	
All Tests, Grade 3, All Students in Special Ed, STAAR Reading/ELA Numerator	87,047	99.1%
Grade 3, All Students in Special Ed, STAAR Reading/ELA Denominator	87,819	
All Tests, Grade 4, All Students in Special Ed, STAAR Mathematics Numerator	87,370	99.3%
Grade 4, All Students in Special Ed, STAAR Mathematics Denominator	87,979	
All Tests, Grade 4, All Students in Special Ed, STAAR Reading/ELA Numerator	87,484	99.2%
Grade 4, All Students in Special Ed, STAAR Reading/ELA Denominator	88,196	
All Tests, Grade 5, All Students in Special Ed, STAAR Mathematics Numerator	82,281	99.3%
Grade 5, All Students in Special Ed, STAAR Mathematics Denominator	82,872	
All Tests, Grade 5, All Students in Special Ed, STAAR Reading/ELA Numerator	82,393	99.2%
Grade 5, All Students in Special Ed, STAAR Reading/ELA Denominator	83,062	
All Tests, Grade 5, All Students in Special Ed, STAAR Science Numerator	82,344	99.3%
Grade 5, All Students in Special Ed, STAAR Science Denominator	82,958	
All Tests, Grade 6, All Students in Special Ed, STAAR Mathematics Numerator	73,080	99.0%
Grade 6, All Students in Special Ed, STAAR Mathematics Denominator	73,836	
All Tests, Grade 6, All Students in Special Ed, STAAR Reading/ELA Numerator	73,315	98.9%
Grade 6, All Students in Special Ed, STAAR Reading/ELA Denominator	74,123	
All Tests, Grade 7, All Students in Special Ed, STAAR Mathematics Numerator	58,423	98.7%
Grade 7, All Students in Special Ed, STAAR Mathematics Denominator	59,214	
All Tests, Grade 7, All Students in Special Ed, STAAR Reading/ELA Numerator	63,867	98.6%
Grade 7, All Students in Special Ed, STAAR Reading/ELA Denominator	64,753	
All Tests, Grade 8, All Students in Special Ed, STAAR Mathematics Numerator	63,739	98.6%
Grade 8, All Students in Special Ed, STAAR Mathematics Denominator	64,671	
All Tests, Grade 8, All Students in Special Ed, STAAR Reading/ELA Numerator	57,918	98.4%
Grade 8, All Students in Special Ed, STAAR Reading/ELA Denominator	58,855	
All Tests, Grade 8, All Students in Special Ed, STAAR Science Numerator	58,095	98.4%
Grade 8, All Students in Special Ed, STAAR Science Denominator	59,045	

Appendix III. Public Comments

Date	Position, Affiliation	Public Comment	TEA Response
11/11/25	Teacher, Hawley Elementary School	<p>I wanted give my input about there being a cap on the number of students who can take the STAAR Alt 2 test. I have been a special education teacher for nearly 4 years at the same district. Before that, I taught 5th grade math for a year in the same district. Within this timeframe, I have watched our special education student population grow from say, 5/60 to 20/60 over the last five years. Our special education student population is growing. Given this consideration, I do not think putting a cap on the number of students who meet the criteria for the STAAR Alt 2 should have a limit. If they meet the criteria for STAAR Alt 2, there should be no cap. This is the problem with standardizing a test. If we truly believe in individualizing for our students, we would not put them in this box in the first place.</p>	<p>TEA provides the following clarifications: The State is required to submit a waiver to USDE if it anticipates exceeding the one percent statewide cap set by the USDE. Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student.</p>
11/18/25	Director and Coordinator, Rice Consolidated Independent School District (ISD)	<p>To whom it may concern, kindly consider expanding the one-percent threshold for STAAR Alternate 2 participation for the following reasons.</p> <ol style="list-style-type: none"> 1. The 1% cap does not reflect actual student populations. A statewide cap can force districts to artificially reduce the number of eligible students, particularly those students who fall near the eligibility boundary for the alternate assessment. This creates unnecessary tension between compliance and accurately serving students with significant cognitive disabilities. Increasing the cap to 2-3% may be more appropriate. 2. Expanding the cap supports IDEA compliance. Increasing the threshold aligns assessment decisions with students' instructional needs, rather than requiring districts to file waivers to remain compliant. While the administrative burden of the waiver may be manageable for some systems, it can be substantial for larger, more complex districts and for TEA. Raising the cap simplifies compliance while still protecting instructional integrity. <p>Texas' size and demographic diversity justifies a more flexible threshold. Texas is one of the largest and most diverse states in the nation, with wide variations across rural and urban, socio-economic contexts, and regional variances. Additionally, an anticipated shift of enrollment from public schools into private schools due to student vouchers, may increase the concentration of students with the most significant cognitive disabilities in public schools, further exacerbating the strain created by the 1%.</p>	<p>TEA provides the following clarifications: The State is required to submit a waiver to USDE if it anticipates exceeding the one percent statewide cap set by the USDE. Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student.</p>
11/19/25	Director, Calhoun County ISD	<p>I am writing to provide public comment regarding the Texas Education Agency's need to request a waiver to exceed the one percent statewide threshold for participation in STAAR Alternate 2. I strongly oppose the current requirement that districts must justify the participation of students with the most significant cognitive disabilities when their numbers exceed the one percent cap.</p> <p>As a district leader who works closely with students with severe and profound disabilities, I see firsthand the unique needs of these children and the intensive supports they require across all settings. These students do not fit into traditional assessment structures, and their educational programs focus heavily on communication, daily living skills, functional academics, and access to instruction at a level appropriate to their developmental profile. The expectation that districts defend and rationalize why these students require an alternate assessment places an unnecessary burden on staff and families. More importantly, it undermines the individualized planning process that IDEA is intended to protect.</p> <p>For many of our students with the most significant cognitive disabilities, participation in the general assessment is neither appropriate nor ethically defensible. Their ARD committees already review extensive data, progress, and documentation to determine their instructional access points and assessment needs. These decisions are made carefully by multidisciplinary teams who know the student best. Requiring districts to justify these decisions again simply because they exceed a percentage cap diminishes the professional judgment of educators and disregards the reality that student populations differ widely across districts and regions.</p> <p>The one percent threshold does not accurately reflect the true distribution of students with the most significant disabilities in many communities. Districts like ours serve a higher proportion of students with complex medical needs, global developmental delays, and significant adaptive behavior deficits. This is a reflection of our community's demographics, not a reflection of inappropriate decision-making. Exceeding the one percent threshold is not a matter of noncompliance; it is a matter of meeting the needs of students whose educational profiles legitimately require an alternate assessment.</p>	<p>TEA acknowledges the need to submit a waiver request and provides the following clarifications: States who anticipate exceeding the one percent participation threshold must request from LEAs information that includes a justification for exceeding the one percent threshold and assurances that the LEA is following alternate assessment guidance.</p> <p>TEA acknowledges that a student's ARD committee is the decision-making body that must determine if the student has the most significant cognitive disabilities and meets the participation requirements for STAAR Alternate 2. Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student.</p>

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		<p>I respectfully urge TEA to continue pursuing the waiver and to reconsider the burdensome justification process attached to the STAAR Alternate 2 cap. Our students deserve assessments that honor their abilities, their needs, and their right to an individualized educational experience without requiring districts to defend their existence within our schools.</p> <p>Thank you for the opportunity to provide public comment. I appreciate your continued efforts to ensure that statewide assessment requirements remain aligned with the principles of IDEA and with the diverse needs of Texas students.</p>																					
12/08/25	Director, The Advocacy Institute	<p>1. The Introduction incorrectly states the ESSA regulatory provision regarding the cap on alternate assessment (AA-AAAS) participation, stating "Federal policy limits the number of students in a state who may participate in alternate assessments to no more than one percent of students in the grades assessed." In fact, ESSA states that the total number of students assessed using an AA-AAS may not exceed 1% of the total number of all students assessed in such a subject in the state (ESEA Section 1111 (b)(2)(D)(i)(I)).</p> <p>2. It is unclear throughout the waiver request whether the participation rate is calculated on the total number of students or the total number of students assessed. This is a critical distinction since the participation rate would be higher if using the number of students assessed. The TEA should make clear what data is being used.</p> <p>3. As the table below shows, the state has made little if any progress in reducing the number of students being assessed via an AA-AAAS over the past several years.</p> <table border="1" data-bbox="431 814 1084 905"> <thead> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> <th>2023-2024</th> <th>2024-2025</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>1.51%</td> <td>1.63%</td> <td>1.36%</td> <td>1.41%</td> </tr> <tr> <td>RLA</td> <td>1.90%</td> <td>1.99%</td> <td>1.80%</td> <td>1.91%</td> </tr> <tr> <td>Science</td> <td>1.33%</td> <td>1.41%</td> <td>1.22%</td> <td>1.26%</td> </tr> </tbody> </table> <p>Source: Tables 7, 8 and 9 of waiver request draft.</p> <p>One of the requirements for requesting a waiver is that the "State must demonstrate that it reduced its AA-AAAS participation during SY 2024-25 when compared to prior years in each subject for which the State is seeking a waiver." Thus, the state does not satisfy this requirement.</p> <p>4. The state should undertake the following activities in order to improve its compliance with the cap on AA-AAAS:</p> <p>Review and adopt, as appropriate, the policies and practices employed by other states that have been successful in reducing AA-AAAS participation.</p> <p>Utilize the tools provided by the National Center on Educational Outcomes regarding AA-AAAS participation. See https://nceo.info/Resources/series/1-percent-toolkit.</p> <p>Examine participation rate for the AA-AAAS by disability category by LEA.</p> <p>Assemble an Alternate Assessment Advisory Group to review all current resources and make recommendations for new or improved resources. Such a group should include representatives of state disability organizations, the state's parent training and information centers, and the state protection and advocacy organization (Disability Rights Texas).</p> <p>Strengthen its collaboration with organizations that work on behalf of parents of students with disabilities. In particular, step up work with the state's PTIs and CPRC including providing supplemental funding to support the development and dissemination of information on the alternate assessment and the important process of determining how students will participate in the state's assessments. Activities might include podcasts, webinars, and YouTube videos showing the use of a decision flow chart. It is critical that the TEA step up its activities aimed at parents.</p>		2021-2022	2022-2023	2023-2024	2024-2025	Math	1.51%	1.63%	1.36%	1.41%	RLA	1.90%	1.99%	1.80%	1.91%	Science	1.33%	1.41%	1.22%	1.26%	<p>TEA provides the following clarifications: The State is required to submit a waiver to USDE if it anticipates that more than one percent of the total number of students assessed statewide will be assessed with an AA-AAAS.</p> <p>Tables 1–3 list the "Total Number" of students when calculating participation rates. These "Total Number" of students are the same as the number of "Students Enrolled" listed in Table 4. However, to provide clarity, TEA will add "Enrolled" to Tables 1–3.</p> <p>Although Texas' participation rates are above the one percent statewide cap, the State has demonstrated substantial progress in ensuring that all students are assessed appropriately and in reducing the percentage of students assessed using its AA-AAAS in the 2024–2025 school year as indicated in this document.</p> <p>As indicated in previous waiver request documents, TEA has reviewed policies from other states and from NCEO, examined participation rates by disability category, and met with various stakeholder groups. The state will continue to provide training and technical assistance to LEAs to ensure appropriate assessment decisions are made and will continue to monitor LEAs that exceed the one percent threshold</p>
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