



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 8, 2025

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 16, 2024, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), which stipulates that a State may not assess 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 because, based on State data for school year (SY) 2023-2024, 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 request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for SY 2023-2024, a one-year waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics, and science.

As part of this waiver, TEA assured that it:

- Will continue to meet all other requirements of section 1111 of the ESEA and implement regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Had assessed in SY 2023-2024 at least 95 percent of all students and all students with disabilities who are enrolled in grades for which the R/LA, mathematics, and science assessments are required.
- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State.
- Will verify that each LEA that is required to submit such information to the State is following all State guidelines in 34 CFR § 200.6(d) – excluding (d)(6) – and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.

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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.

- Will implement, consistent with the plan submitted in TEA’s waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid exceeding the 1.0 percent cap.

As a reminder, 34 CFR § 200.6(c)(3)(iv) requires a State to make publicly available the information submitted by an LEA justifying the need to assess more than 1.0 percent of its students on the AA-AAAS, provided that such information does not reveal personally identifiable information about an individual student. I also encourage you to make available your State’s plan, timeline, and progress to date in reducing the percentage of students taking the AA-AAAS.

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/

Hayley B. Sanon
Principal Deputy Assistant Secretary
and Acting Assistant Secretary
Office of Elementary & Secondary Education

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

December 16, 2024

Adam Schott, Principal Deputy Assistant Secretary
Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Principal Deputy Assistant Secretary Schott:

I am writing to request 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) is requesting a waiver of this requirement because it anticipates that Texas will exceed the one percent cap for the 2024–2025 school year based on the percentage of students who took the AA-AAAS previously.

The attached document, *Texas One Percent Waiver Request 2024–2025 School Year*, outlines the requirements necessary for the one percent waiver. TEA requests this waiver for the 2024–2025 school year while it continues to monitor, support, and provide technical guidance to Texas' local educational agencies (LEAs) to ensure that all students are assessed appropriately. Texas assures that if it is granted this waiver, 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 only students with the most significant cognitive disabilities take an AA-AAAS,
- monitor and regularly evaluate each LEA to ensure the LEA provides sufficient training such that school staff who participate as members of an individualized education program (IEP) team implement the AA-AAAS participation requirements established by Texas 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' participation requirements for the AA-AAAS.

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 [Student Assessment Correspondence with Districts](#) 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 Julie Cole, Director of Policy and Publications, Student Assessment, at Julie.Cole@tea.texas.gov if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

Mike Morath
Commissioner of Education

Texas One Percent Waiver Request 2024–2025 School Year



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

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December 16, 2024

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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.

Table 1 shows the percentages and numbers of students who took the AA-AAAS in mathematics, RLA, and science for the last two school years. 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. Because Texas anticipates assessing more than one percent of all students statewide using an AA-AAAS for the 2024–2025 school year, Texas is submitting a new waiver request to the United States Department of Education (USDE) to exceed the one percent cap for mathematics, RLA, and science.

Table 1: Overall AA-AAAS Participation Rates by Subject

School Year	Mathematics	RLA	Science
2022–2023	1.6%	1.5%	1.4%
2023–2024	1.4%	1.3%	1.2%

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' waiver request was posted for public comment from November 25 through December 13, 2024. The submitted comments and responses from TEA are included in 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' assessment window for STAAR Alternate 2 is March 17 through April 18, 2025. To meet the 90-day requirement, TEA is submitting this waiver request to USDE on December 16, 2024.

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' state-level assessment data from the 2023–2024 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 2–4 show Texas' AA-AAAS participation rates by subject for the 2023–2024 school year.

Table 2: AA-AAAS Participation Rates by Student Group, 2023–2024 School Year, Mathematics

Group	Total Number 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	2,950,219	40,057	1.4%
Hispanic	1,573,566	21,923	1.4%
American Indian	8,871	123	1.4%
Asian	157,048	2,011	1.3%
African American	380,899	6,990	1.8%
Pacific Islander	4,771	78	1.6%
White	727,448	7,684	1.1%
Two or More Races	90,961	1,171	1.3%
Male	1,515,629	27,239	1.8%
Female	1,434,004	12,812	0.9%
English Learner	762,881	7,610	1.0%
Econ. Disadvantaged	1,832,083	29,319	1.6%

Table 3: AA-AAAS Participation Rates by Student Group, 2023–2024 School Year, RLA

Group	Total Number 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	3,100,263	40,082	1.3%
Hispanic	1,697,416	21,942	1.3%
American Indian	9,173	123	1.3%
Asian	164,699	2,013	1.2%
African American	389,341	7,003	1.8%
Pacific Islander	4,920	79	1.6%
White	735,227	7,677	1.0%
Two or More Races	92,367	1,167	1.3%
Male	1,603,288	27,254	1.7%
Female	1,496,380	12,821	0.9%
English Learner	896,385	7,640	0.9%
Econ. Disadvantaged	1,954,181	29,343	1.5%

Table 4: AA-AAAS Participation Rates by Student Group, 2023–2024 School Year, Science

Group	Total Number 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	1,313,541	16,046	1.2%
Hispanic	706,791	8,721	1.2%
American Indian	4,018	54	1.3%
Asian	69,018	775	1.1%
African American	169,723	2,801	1.7%
Pacific Islander	2,164	24	1.1%
White	320,423	3,179	1.0%
Two or More Races	38,682	464	1.2%
Male	675,672	10,755	1.6%
Female	637,647	5,291	0.8%
English Learner	336,536	2,611	0.8%
Econ. Disadvantaged	808,819	11,637	1.4%

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 2023–2024 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 5 shows the participation rates of all students and the participation rates of students with disabilities.

Table 5: Overall Rates of Assessment Participation, 2023–2024 School Year

Group	All Students, Grades 3–8 and High School, Mathematics	Students with Disabilities, Grades 3–8 and High School, Mathematics
Students Assessed	2,919,177	465,664
Students Enrolled	2,950,219	472,293
Assessment Participation Rate	98.9%	98.6%
Group	All Students, Grades 3–8 and High School, RLA	Students with Disabilities, Grades 3–8 and High School, RLA
Students Assessed	2,992,003	476,231
Students Enrolled	3,100,263	492,548
Assessment Participation Rate	96.5%	96.7%
Group	All Students, Grades 3–8 and High School, Science	Students with Disabilities, Grades 3–8 and High School, Science
Students Assessed	1,296,019	186,759
Students Enrolled	1,313,541	190,340
Assessment Participation Rate	98.7%	98.1%

C. AA-AAAS Participation Rates Across Years

A state must provide AA-AAAS participation rates for the school years 2017–2018 through 2023–2024 for each subject for which the state is seeking a waiver. As Table 6 shows, Texas’ AA-AAAS participation rates in science have declined since the 2017–2018 school year and returned to the 2017–2018 levels in mathematics and RLA. However, between 2022–2023 and 2023–2024, Texas reduced the number of AA-AAAS testers by 6,382 students in mathematics, 12,196 students in RLA, and 2,966 students in science even though the total number of testers did not change significantly.

Table 6: Overall AA-AAAS Participation Rates, 2017–2018 School Year to 2023–2024 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)

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 2024, after analyzing data from the spring 2024 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 2024, 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 2024–2025 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 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 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 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 2024, TEA sent notifications to LEAs that exceeded the one percent participation rate including a requirement to complete the 2024–

2025 STAAR Alternate 2 justification and assurances form. A sample of this form can be found on the [STAAR Alternate 2 Resources](#) webpage. 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 has reviewed these entries and followed 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 has reviewed these responses and contacted 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 has reviewed these entries and followed 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 2024 are provided in the STAAR Alternate 2 Justification and Assurances Summary, which is posted on the [STAAR Alternate 2 Resources](#) webpage. Additionally, TEA staff members continue 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.

A. Implementation of State’s Guidelines

The state is required to improve the implementation of guidelines for participation in the AA-AAAS, including reviewing and revising its definition of students with the most significant cognitive disabilities.

Following the denial of Texas’ 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. This was the first

time the definition of students with significant cognitive disabilities had been reviewed in many years. As part of this internal review, TEA staff collected, reviewed, and analyzed varying definitions from other states.

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' 20 regional education service centers (ESCs) and from LEAs across the state.

The state had previously defined a student with a significant cognitive disability who may be eligible for the alternate assessment as follows:

A student who exhibits significant intellectual and adaptive behavior deficits in his or her ability to plan, comprehend, and reason, and who ALSO indicates adaptive behavior deficits that limit their ability to apply social and practical skills such as personal care, social problem-solving, dressing, eating, using money, and other functional skills across life domains.

Beginning with the 2023–2024 school year, the state revised the definition of a student with the most significant cognitive disability who may be eligible for the alternate assessment as follows:

A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason and who also indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.

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, as described in the July 2024 Texas Compliance Plan for the One Percent Threshold available on the [STAAR Alternate 2 Resources](#) webpage and summarized below.

- **Collaborated with internal and external stakeholders**

While reviewing and revising participation requirements for the AA-AAAS, TEA staff from the Student Assessment Division and the Office of Special Populations and Student Supports involved external stakeholders and partners (e.g., regional and local special education staff, regional and local testing staff) to confirm understanding, support, and

implementation. In addition, prior to revising AA-AAAS documents, TEA staff reviewed materials regarding AA-AAAS participation rates from the USDE's Office of Elementary and Secondary Education State Assessment Conference in September 2023 and effective models and practices adopted from other states in collaboration with the National Center on Educational Outcomes (NCEO).

- **Updated the participation requirements**

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.

- **Increased communications**

During the 2023–2024 school year, TEA assessment staff 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.

- **Provided updated training materials and training sessions**

Based on the updated participation requirements, TEA staff from the Student Assessment and Special Education Divisions created, revised, and presented 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.

- **Enhanced the justification and assurances collection**

With the denial of Texas' waiver request, TEA staff began reviewing the state's justification and assurances form to determine what sections of the form needed to be updated to gather more specific information. For the 2023–2024 school year, additional details, such as a definition of "small campus," a required campus number, new questions about disproportionality, and two more assurance statements, were added to the STAAR Alternate 2 justification and assurances form. For the 2024–2025 school year, the form was updated to require specific fields to be completed prior to the form being submitted and to require specific data in certain fields. In addition, the disproportionality calculation guidance was simplified.

For the 2024–2025 school year, Texas has continued to build on the progress of the action steps implemented in the compliance plan. TEA assessment staff routinely (i.e., bi-monthly

and monthly) collaborate with TEA special education staff to provide updates and answer questions from regional and LEA special education directors. In addition, TEA staff from the Student Assessment and Special Education Monitoring, Review, and Support Divisions collaborated to update for the 2024–2025 school year 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 includes compliance questions regarding STAAR Alternate 2 participation in the IEP development section to ensure that students with disabilities are assessed appropriately.

Although the updated STAAR Alternate 2 participation requirements were available in August 2023, TEA acknowledged that some ARD committees may have determined assessment participation for the 2023–2024 school year prior to that. Regardless of when the determinations were made, Texas saw a significant decrease in the number of students participating in the AA-AAAS in spring 2024. With the 2024–2025 school year as the first full year of implementation of the updated STAAR Alternate 2 participation requirements, Texas anticipates seeing another decrease in AA-AAAS participation numbers as TEA staff continually provide training and technical assistance to LEAs to ensure that all students are appropriately assessed.

Table 7 provides a timeline of Texas’ actions to comply with ESEA requirements.

Table 7: 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"> Announced and published updated participation requirements
September 2023	<ul style="list-style-type: none"> Trained regional ESC special education directors and testing directors Updated justification and assurances form
October 2023	<ul style="list-style-type: none"> Trained LEA testing and special education coordinators Met with advocacy groups Posted participation requirements companion document and FAQ document
November 2023	<ul style="list-style-type: none"> Notified LEAs with participation rates exceeding one percent Began collecting justification and assurances data
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 Updated justification and assurances form
October 2024	<ul style="list-style-type: none"> Notified LEAs with participation rates exceeding one percent Began collecting justification and assurances data
November 2024	<ul style="list-style-type: none"> Posted draft waiver for public comment

Date	Action Taken
December 2024	• Requested new waiver from USDE
March 2025	• Opened STAAR Alternate 2 testing window

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 2023–2024 school year. Tables 8–10 show the STAAR Alternate 2 participation rates by student group. As indicated in the final columns of each table, Texas witnessed a reduction in AA-AAAS participation rates in all 12 student groups for mathematics, in 11 groups for RLA (the Pacific Islander group had a minor increase), and in 11 groups for science (the Asian group had a minor increase) from 2022–2023 to 2023–2024.

Table 8. AA-AAAS Participation Rates by Student Group, 2017–2018 through 2023–2024 School Years, Mathematics

Student Group	2017–2018	2018–2019	2020–2021	2021–2022	2022–2023	2023–2024	Difference from 2022–2023 to 2023–2024
All Students	1.45%	1.48%	1.27%	1.51%	1.63%	1.36%	-0.27%
African American	1.92%	2.03%	1.72%	2.07%	2.18%	1.84%	-0.34%
American Indian	1.49%	1.67%	1.61%	1.89%	1.74%	1.39%	-0.35%
Asian	1.14%	1.20%	0.91%	1.27%	1.41%	1.28%	-0.13%
Hispanic	1.43%	1.48%	1.25%	1.54%	1.67%	1.39%	-0.28%
Pacific Islander	1.54%	1.44%	1.17%	1.58%	1.83%	1.63%	-0.20%
White	1.23%	1.25%	1.13%	1.22%	1.30%	1.06%	-0.24%
Two or More Races	1.45%	1.25%	1.59%	1.41%	1.51%	1.29%	-0.22%
Male	1.83%	1.89%	1.64%	1.97%	2.12%	1.80%	-0.32%
Female	1.00%	1.04%	0.88%	1.03%	1.09%	0.89%	-0.20%
English Learner	0.90%	0.93%	0.88%	1.08%	1.18%	1.00%	-0.18%
Econ. Disadvantaged	1.66%	1.71%	1.49%	1.78%	1.92%	1.60%	-0.32%

Table 9. AA-AAAS Participation Rates by Student Group, 2017–2018 through 2023–2024 School Years, RLA

Student Group	2017–2018	2018–2019	2020–2021	2021–2022	2022–2023	2023–2024	Difference from 2022–2023 to 2023–2024
All Students	1.30%	1.31%	1.19%	1.38%	1.46%	1.29%	-0.17%
African American	1.75%	1.80%	1.59%	1.90%	1.99%	1.80%	-0.19%
American Indian	1.27%	1.38%	1.51%	1.76%	1.70%	1.34%	-0.36%
Asian	1.01%	1.04%	0.86%	1.11%	1.23%	1.22%	-0.01%
Hispanic	1.28%	1.30%	1.18%	1.40%	1.48%	1.29%	-0.19%
Pacific Islander	1.29%	1.33%	1.11%	1.38%	1.59%	1.61%	+0.02%
White	1.14%	1.14%	1.05%	1.13%	1.19%	1.04%	-0.15%
Two or More Races	1.12%	1.15%	1.10%	1.30%	1.39%	1.26%	-0.13%
Male	1.65%	1.66%	1.53%	1.78%	1.88%	1.70%	-0.18%
Female	0.92%	0.94%	0.83%	0.95%	1.00%	0.86%	-0.14%

Student Group	2017–2018	2018–2019	2020–2021	2021–2022	2022–2023	2023–2024	Difference from 2022–2023 to 2023–2024
English Learner	0.81%	0.83%	0.96%	0.96%	1.03%	0.85%	-0.18%
Econ. Disadvantaged	1.51%	1.52%	1.41%	1.63%	1.73%	1.50%	-0.23%

Table 10. AA-AAAS Participation Rates by Student Group, 2017–2018 through 2023–2024 School Years, Science

Student Group	2017–2018	2018–2019	2020–2021	2021–2022	2022–2023	2023–2024	Difference from 2022–2024 to 2023–2024
All Students	1.32%	1.33%	1.15%	1.33%	1.42%	1.22%	-0.20%
African American	1.80%	1.84%	1.63%	1.84%	1.92%	1.65%	-0.27%
American Indian	1.14%	1.03%	1.68%	1.84%	1.69%	1.34%	-0.35%
Asian	1.04%	1.02%	0.75%	1.05%	1.10%	1.12%	+0.02%
Hispanic	1.31%	1.32%	1.12%	1.35%	1.42%	1.23%	-0.19%
Pacific Islander	1.43%	1.14%	0.85%	1.47%	1.32%	1.11%	-0.21%
White	1.14%	1.14%	1.04%	1.11%	1.23%	0.99%	-0.24%
Two or More Races	1.13%	1.12%	1.06%	1.27%	1.35%	1.20%	-0.15%
Male	1.68%	1.70%	1.47%	1.73%	1.83%	1.59%	-0.24%
Female	0.57%	0.93%	0.82%	0.92%	0.98%	0.83%	-0.15%
English Learner	0.79%	0.78%	0.74%	0.89%	0.91%	0.78%	-0.13%
Econ. Disadvantaged	1.55%	1.55%	1.36%	1.57%	1.68%	1.44%	-0.24%

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 2023-2024 school year as displayed 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 11–13, Risk Ratio #1 and Risk Ratio #2 are below the 2.0 threshold for all student groups across all subjects.

Table 11. AA-AAAS Disproportionality by Student Group, 2023–2024 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	6,990	380,899	1.84%	33,067	2,569,320	1.29%	1.41	1.35
American Indian	123	8,871	1.39%	39,934	2,941,348	1.36%	1.01	1.01
Asian	2,011	157,048	1.28%	38,046	2,793,171	1.36%	0.92	0.92
Hispanic	21,923	1,573,566	1.39%	18,134	1,376,653	1.32%	1.04	1.02

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		
Pacific Islander	78	4,771	1.63%	39,979	2,945,448	1.36%	1.19	1.19
White	7,684	727,448	1.06%	32,373	2,222,771	1.46%	0.72	0.77
Two or More Races	1,171	90,961	1.29%	38,886	2,859,258	1.36%	0.93	0.93
Male	27,239	1,515,629	1.80%	12,818	1,434,590	0.89%	1.96	1.31
Female	12,812	1,434,004	0.89%	27,245	1,516,215	1.80%	0.49	0.65
English Learner	7,610	762,881	1.00%	32,447	2,187,338	1.48%	0.65	0.71
Econ. Disadvantaged	29,319	1,832,083	1.60%	10,738	1,118,136	0.96%	1.62	1.17

Table 12. AA-AAAS Disproportionality by Student Group, 2023–2024 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	7,003	389,341	1.80%	33,079	2,710,922	1.22%	1.39	1.32
American Indian	123	9,173	1.34%	39,959	3,091,090	1.29%	0.90	0.90
Asian	2,013	164,699	1.22%	38,069	2,935,564	1.30%	0.83	0.83
Hispanic	21,942	1,697,416	1.29%	18,140	1,402,847	1.29%	0.74	0.88
Pacific Islander	79	4,920	1.61%	40,003	3,095,343	1.29%	1.08	1.08
White	7,677	735,227	1.04%	32,405	2,365,036	1.37%	0.62	0.69
Two or More Races	1,167	92,367	1.26%	38,915	3,007,896	1.29%	0.85	0.85
Male	27,254	1,603,288	1.70%	12,828	1,496,975	0.86%	1.44	1.14
Female	12,821	1,496,380	0.86%	27,261	1,603,883	1.70%	0.38	0.58
English Learner	7,640	896,385	0.85%	32,442	2,203,878	1.47%	0.54	0.62

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		
Econ. Disadvantaged	29,343	1,954,181	1.50%	10,739	1,146,082	0.94%	1.08	1.02

Table 13. AA-AAAS Disproportionality by Student Group, 2023–2024 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	2,801	169,723	1.65%	13,245	1,143,818	1.16%	1.42	1.35
American Indian	54	4,018	1.34%	15,992	1,309,523	1.22%	1.10	1.10
Asian	775	69,018	1.12%	15,271	1,244,523	1.23%	0.91	0.91
Hispanic	8,721	706,791	1.23%	7,325	606,750	1.21%	1.01	1.00
Pacific Islander	24	2,164	1.11%	16,022	1,311,377	1.22%	0.90	0.90
White	464	38,682	1.20%	15,582	1,274,859	1.22%	0.76	0.81
Two or More Races	3,179	320,423	0.99%	12,867	993,118	1.30%	0.98	0.98
Male	5,291	637,647	0.83%	10,755	675,894	1.59%	1.90	1.30
Female	10,755	675,672	1.59%	5,291	637,869	0.83%	0.52	0.67
English Learner	2,611	336,536	0.78%	13,435	977,005	1.38%	0.56	0.63
Econ. Disadvantaged	11,637	808,819	1.44%	4,409	504,722	0.87%	1.62	1.17

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

TEA has worked diligently to ensure that all students in Texas are assessed appropriately, and the state has demonstrated substantial progress in reducing the percentage of students assessed using its AA-AAAS in the 2023–2024 school year, resulting in a 0.2 percent reduction in all three subjects—mathematics, RLA, and science.

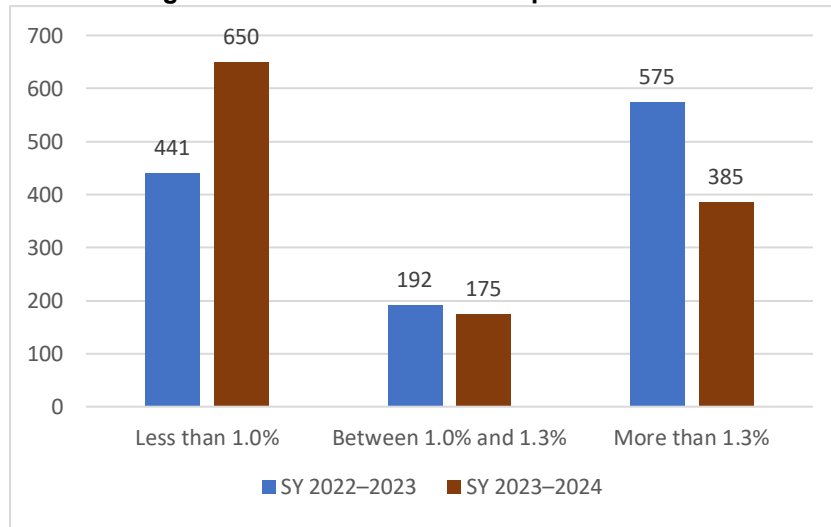
Additionally, during the 2023–2024 school year, the state witnessed a drop in AA-AAAS participation rates across all grades and subjects. Table 14 shows Texas’ AA-AAAS participation rates by grade and subject for the 2023–2024 school year compared to the 2022–2023 school year.

Table 14: AA-AAAS Participation Rates by Grade and Subject, 2022–2023 to 2023–2024 School Year

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

In the 2023–2024 school year, a total of 655 LEAs (or 54.1 percent of participating LEAs) exceeded the one percent cap in one or more subjects, compared to 830 LEAs (or 68.7 percent) exceeding the one percent cap in the 2022–2023 school year. The state witnessed a drop of 14.6 percent in LEAs exceeding the AA-AAAS participation cap. As illustrated in Figure 1, the number of LEAs with participation rates less than one percent increased, while the number of LEAs with participation rates between 1.0 and 1.3 percent and more than one percent decreased over the past year.

Figure 1: LEA AA-AAAS Participation Rates



TEA plans to build on the substantial progress made during the 2023–2024 school year by ensuring all LEAs have implemented the updated STAAR Alternate 2 participation requirements. The state will continue to train, support, monitor, and provide oversight to LEAs and to analyze the state participation data so it can address any disproportionality in the percentage 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. The state has demonstrated substantial progress in reducing the percentage of students assessed using its AA-AAAS in the 2023–2024 school year and anticipates continued progress for the 2024–2025 school year.

Appendices

Appendix I. 2023–2024 Statewide Participation Data for Alternate Assessments

Texas State-Level Alternate Participation Rates by Ethnicity, 2023–2024 School Year

Description	Number	Percent
Alternate Tests, African American Students, Algebra I Numerator	871	1.1%
African American Students, Algebra I Denominator	78,353	
Alternate Tests, African American Students, Biology Numerator	877	1.3%
African American Students, Biology Denominator	67,066	
Alternate Tests, African American Students, English I Numerator	877	1.1%
African American Students, English I Denominator	82,566	
Alternate Tests, African American Students, English II Numerator	818	1.1%
African American Students, English II Denominator	73,008	
Alternate Tests, Grade 3, African American Students, STAAR Mathematics Numerator	1,156	2.3%
Grade 3, African American Students, STAAR Mathematics Denominator	50,693	
Alternate Tests, Grade 3, African American Students, STAAR Reading/ELA Numerator	1,158	2.3%
Grade 3, African American Students, STAAR Reading/ELA Denominator	50,731	
Alternate Tests, Grade 4, African American Students, STAAR Mathematics Numerator	1,116	2.2%
Grade 4, African American Students, STAAR Mathematics Denominator	50,068	
Alternate Tests, Grade 4, African American Students, STAAR Reading/ELA Numerator	1,118	2.2%
Grade 4, African American Students, STAAR Reading/ELA Denominator	50,137	
Alternate Tests, Grade 5, African American Students, STAAR Mathematics Numerator	1,035	2.1%
Grade 5, African American Students, STAAR Mathematics Denominator	50,074	
Alternate Tests, Grade 5, African American Students, STAAR Reading/ELA Numerator	1,035	2.1%
Grade 5, African American Students, STAAR Reading/ELA Denominator	50,249	
Alternate Tests, Grade 5, African American Students, STAAR Science Numerator	1,035	2.1%
Grade 5, African American Students, STAAR Science Denominator	50,262	
Alternate Tests, Grade 6, African American Students, STAAR Mathematics Numerator	996	2.0%
Grade 6, African American Students, STAAR Mathematics Denominator	50,416	
Alternate Tests, Grade 6, African American Students, STAAR Reading/ELA Numerator	993	2.0%
Grade 6, African American Students, STAAR Reading/ELA Denominator	50,623	
Alternate Tests, Grade 7, African American Students, STAAR Mathematics Numerator	928	2.1%
Grade 7, African American Students, STAAR Mathematics Denominator	44,369	
Alternate Tests, Grade 7, African American Students, STAAR Reading/ELA Numerator	934	1.8%
Grade 7, African American Students, STAAR Reading/ELA Denominator	51,586	
Alternate Tests, Grade 8, African American Students, STAAR Mathematics Numerator	888	1.5%
Grade 8, African American Students, STAAR Mathematics Denominator	60,397	
Alternate Tests, Grade 8, African American Students, STAAR Reading/ELA Numerator	887	1.7%
Grade 8, African American Students, STAAR Reading/ELA Denominator	52,707	
Alternate Tests, Grade 8, African American Students, STAAR Science Numerator	889	1.7%
Grade 8, African American Students, STAAR Science Denominator	53,031	
Alternate Tests, Hispanic Students, Algebra I Numerator	2,764	0.9%
Hispanic Students, Algebra I Denominator	303,109	
Alternate Tests, Hispanic Students, Biology Numerator	2,705	1.0%
Hispanic Students, Biology Denominator	276,880	
Alternate Tests, Hispanic Students, English I Numerator	2,773	0.8%
Hispanic Students, English I Denominator	333,919	
Alternate Tests, Hispanic Students, English II Numerator	2,499	0.8%
Hispanic Students, English II Denominator	302,674	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2023–2024 School Year**

Description	Number	Percent
Alternate Tests, Grade 3, Hispanic Students, STAAR Mathematics Numerator	3,634	1.7%
Grade 3, Hispanic Students, STAAR Mathematics Denominator	212,940	
Alternate Tests, Grade 3, Hispanic Students, STAAR Reading/ELA Numerator	3,634	1.7%
Grade 3, Hispanic Students, STAAR Reading/ELA Denominator	213,339	
Alternate Tests, Grade 4, Hispanic Students, STAAR Mathematics Numerator	3,599	1.7%
Grade 4, Hispanic Students, STAAR Mathematics Denominator	211,235	
Alternate Tests, Grade 4, Hispanic Students, STAAR Reading/ELA Numerator	3,598	1.7%
Grade 4, Hispanic Students, STAAR Reading/ELA Denominator	211,876	
Alternate Tests, Grade 5, Hispanic Students, STAAR Mathematics Numerator	3,321	1.6%
Grade 5, Hispanic Students, STAAR Mathematics Denominator	211,218	
Alternate Tests, Grade 5, Hispanic Students, STAAR Reading/ELA Numerator	3,322	1.6%
Grade 5, Hispanic Students, STAAR Reading/ELA Denominator	212,063	
Alternate Tests, Grade 5, Hispanic Students, STAAR Science Numerator	3,321	1.6%
Grade 5, Hispanic Students, STAAR Science Denominator	211,652	
Alternate Tests, Grade 6, Hispanic Students, STAAR Mathematics Numerator	3,057	1.5%
Grade 6, Hispanic Students, STAAR Mathematics Denominator	209,653	
Alternate Tests, Grade 6, Hispanic Students, STAAR Reading/ELA Numerator	3,057	1.4%
Grade 6, Hispanic Students, STAAR Reading/ELA Denominator	212,188	
Alternate Tests, Grade 7, Hispanic Students, STAAR Mathematics Numerator	2,851	1.6%
Grade 7, Hispanic Students, STAAR Mathematics Denominator	183,714	
Alternate Tests, Grade 7, Hispanic Students, STAAR Reading/ELA Numerator	2,850	1.3%
Grade 7, Hispanic Students, STAAR Reading/ELA Denominator	216,045	
Alternate Tests, Grade 8, Hispanic Students, STAAR Mathematics Numerator	2,700	1.1%
Grade 8, Hispanic Students, STAAR Mathematics Denominator	257,101	
Alternate Tests, Grade 8, Hispanic Students, STAAR Reading/ELA Numerator	2,701	1.2%
Grade 8, Hispanic Students, STAAR Reading/ELA Denominator	222,144	
Alternate Tests, Grade 8, Hispanic Students, STAAR Science Numerator	2,696	1.2%
Grade 8, Hispanic Students, STAAR Science Denominator	222,869	
Alternate Tests, White Students, Algebra I Numerator	1,118	0.9%
White Students, Algebra I Denominator	122,307	
Alternate Tests, White Students, Biology Numerator	1,086	0.9%
White Students, Biology Denominator	114,620	
Alternate Tests, White Students, English I Numerator	1,110	0.9%
White Students, English I Denominator	123,789	
Alternate Tests, White Students, English II Numerator	1,032	0.9%
White Students, English II Denominator	119,096	
Alternate Tests, Grade 3, White Students, STAAR Mathematics Numerator	1,229	1.2%
Grade 3, White Students, STAAR Mathematics Denominator	99,873	
Alternate Tests, Grade 3, White Students, STAAR Reading/ELA Numerator	1,230	1.2%
Grade 3, White Students, STAAR Reading/ELA Denominator	100,055	
Alternate Tests, Grade 4, White Students, STAAR Mathematics Numerator	1,177	1.2%
Grade 4, White Students, STAAR Mathematics Denominator	100,921	
Alternate Tests, Grade 4, White Students, STAAR Reading/ELA Numerator	1,175	1.2%
Grade 4, White Students, STAAR Reading/ELA Denominator	101,489	
Alternate Tests, Grade 5, White Students, STAAR Mathematics Numerator	1,092	1.1%
Grade 5, White Students, STAAR Mathematics Denominator	100,386	
Alternate Tests, Grade 5, White Students, STAAR Reading/ELA Numerator	1,091	1.1%
Grade 5, White Students, STAAR Reading/ELA Denominator	101,194	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2023–2024 School Year**

Description	Number	Percent
Alternate Tests, Grade 5, White Students, STAAR Science Numerator	1,092	1.1%
Grade 5, White Students, STAAR Science Denominator	101,154	
Alternate Tests, Grade 6, White Students, STAAR Mathematics Numerator	1,069	1.1%
Grade 6, White Students, STAAR Mathematics Denominator	99,457	
Alternate Tests, Grade 6, White Students, STAAR Reading/ELA Numerator	1,072	1.1%
Grade 6, White Students, STAAR Reading/ELA Denominator	101,480	
Alternate Tests, Grade 7, White Students, STAAR Mathematics Numerator	998	1.2%
Grade 7, White Students, STAAR Mathematics Denominator	81,628	
Alternate Tests, Grade 7, White Students, STAAR Reading/ELA Numerator	997	1.0%
Grade 7, White Students, STAAR Reading/ELA Denominator	101,134	
Alternate Tests, Grade 8, White Students, STAAR Mathematics Numerator	1,001	0.8%
Grade 8, White Students, STAAR Mathematics Denominator	127,628	
Alternate Tests, Grade 8, White Students, STAAR Reading/ELA Numerator	1,000	1.0%
Grade 8, White Students, STAAR Reading/ELA Denominator	105,021	
Alternate Tests, Grade 8, White Students, STAAR Science Numerator	1,002	0.9%
Grade 8, White Students, STAAR Science Denominator	105,592	
Alternate Tests, American Indian Students, Algebra I Numerator	20	1.1%
American Indian Students, Algebra I Denominator	1,828	
Alternate Tests, American Indian Students, Biology Numerator	22	1.4%
American Indian Students, Biology Denominator	1,538	
Alternate Tests, American Indian Students, English I Numerator	20	1.1%
American Indian Students, English I Denominator	1,842	
Alternate Tests, American Indian Students, English II Numerator	17	1.1%
American Indian Students, English II Denominator	1,582	
Alternate Tests, Grade 3, American Indian Students, STAAR Mathematics Numerator	22	2.0%
Grade 3, American Indian Students, STAAR Mathematics Denominator	1,110	
Alternate Tests, Grade 3, American Indian Students, STAAR Reading/ELA Numerator	22	2.0%
Grade 3, American Indian Students, STAAR Reading/ELA Denominator	1,118	
Alternate Tests, Grade 4, American Indian Students, STAAR Mathematics Numerator	18	1.5%
Grade 4, American Indian Students, STAAR Mathematics Denominator	1,165	
Alternate Tests, Grade 4, American Indian Students, STAAR Reading/ELA Numerator	18	1.6%
Grade 4, American Indian Students, STAAR Reading/ELA Denominator	1,160	
Alternate Tests, Grade 5, American Indian Students, STAAR Mathematics Numerator	16	1.4%
Grade 5, American Indian Students, STAAR Mathematics Denominator	1,154	
Alternate Tests, Grade 5, American Indian Students, STAAR Reading/ELA Numerator	16	1.4%
Grade 5, American Indian Students, STAAR Reading/ELA Denominator	1,156	
Alternate Tests, Grade 5, American Indian Students, STAAR Science Numerator	16	1.4%
Grade 5, American Indian Students, STAAR Science Denominator	1,153	
Alternate Tests, Grade 6, American Indian Students, STAAR Mathematics Numerator	11	1.0%
Grade 6, American Indian Students, STAAR Mathematics Denominator	1,134	
Alternate Tests, Grade 6, American Indian Students, STAAR Reading/ELA Numerator	11	1.0%
Grade 6, American Indian Students, STAAR Reading/ELA Denominator	1,151	
Alternate Tests, Grade 7, American Indian Students, STAAR Mathematics Numerator	20	1.9%
Grade 7, American Indian Students, STAAR Mathematics Denominator	1,029	
Alternate Tests, Grade 7, American Indian Students, STAAR Reading/ELA Numerator	20	1.7%
Grade 7, American Indian Students, STAAR Reading/ELA Denominator	1,192	
Alternate Tests, Grade 8, American Indian Students, STAAR Mathematics Numerator	16	1.1%
Grade 8, American Indian Students, STAAR Mathematics Denominator	1,510	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2023–2024 School Year**

Description	Number	Percent
Alternate Tests, Grade 8, American Indian Students, STAAR Reading/ELA Numerator	16	1.2%
Grade 8, American Indian Students, STAAR Reading/ELA Denominator	1,333	
Alternate Tests, Grade 8, American Indian Students, STAAR Science Numerator	16	1.2%
Grade 8, American Indian Students, STAAR Science Denominator	1,332	
Alternate Tests, Two or More Races Students, Algebra I Numerator	125	0.8%
Two or More Races Students, Algebra I Denominator	15,030	
Alternate Tests, Two or More Races Students, Biology Numerator	131	1.0%
Two or More Races Students, Biology Denominator	13,592	
Alternate Tests, Two or More Races Students, English I Numerator	119	0.8%
Two or More Races Students, English I Denominator	14,907	
Alternate Tests, Two or More Races Students, English II Numerator	114	0.8%
Two or More Races Students, English II Denominator	13,727	
Alternate Tests, Grade 3, Two or More Races Students, STAAR Mathematics Numerator	186	1.3%
Grade 3, Two or More Races Students, STAAR Mathematics Denominator	13,883	
Alternate Tests, Grade 3, Two or More Races Students, STAAR Reading/ELA Numerator	186	1.3%
Grade 3, Two or More Races Students, STAAR Reading/ELA Denominator	13,906	
Alternate Tests, Grade 4, Two or More Races Students, STAAR Mathematics Numerator	200	1.5%
Grade 4, Two or More Races Students, STAAR Mathematics Denominator	13,427	
Alternate Tests, Grade 4, Two or More Races Students, STAAR Reading/ELA Numerator	201	1.5%
Grade 4, Two or More Races Students, STAAR Reading/ELA Denominator	13,505	
Alternate Tests, Grade 5, Two or More Races Students, STAAR Mathematics Numerator	198	1.6%
Grade 5, Two or More Races Students, STAAR Mathematics Denominator	12,703	
Alternate Tests, Grade 5, Two or More Races Students, STAAR Reading/ELA Numerator	198	1.5%
Grade 5, Two or More Races Students, STAAR Reading/ELA Denominator	12,812	
Alternate Tests, Grade 5, Two or More Races Students, STAAR Science Numerator	198	1.5%
Grade 5, Two or More Races Students, STAAR Science Denominator	12,813	
Alternate Tests, Grade 6, Two or More Races Students, STAAR Mathematics Numerator	160	1.3%
Grade 6, Two or More Races Students, STAAR Mathematics Denominator	12,205	
Alternate Tests, Grade 6, Two or More Races Students, STAAR Reading/ELA Numerator	160	1.3%
Grade 6, Two or More Races Students, STAAR Reading/ELA Denominator	12,448	
Alternate Tests, Grade 7, Two or More Races Students, STAAR Mathematics Numerator	168	1.7%
Grade 7, Two or More Races Students, STAAR Mathematics Denominator	9,991	
Alternate Tests, Grade 7, Two or More Races Students, STAAR Reading/ELA Numerator	169	1.4%
Grade 7, Two or More Races Students, STAAR Reading/ELA Denominator	12,316	
Alternate Tests, Grade 8, Two or More Races Students, STAAR Mathematics Numerator	134	0.9%
Grade 8, Two or More Races Students, STAAR Mathematics Denominator	15,082	
Alternate Tests, Grade 8, Two or More Races Students, STAAR Reading/ELA Numerator	134	1.1%
Grade 8, Two or More Races Students, STAAR Reading/ELA Denominator	12,400	
Alternate Tests, Grade 8, Two or More Races Students, STAAR Science Numerator	135	1.1%
Grade 8, Two or More Races Students, STAAR Science Denominator	12,424	
Alternate Tests, Asian Students, Algebra I Numerator	199	0.8%
Asian Students, Algebra I Denominator	24,313	
Alternate Tests, Asian Students, Biology Numerator	188	0.8%
Asian Students, Biology Denominator	23,370	
Alternate Tests, Asian Students, English I Numerator	200	0.8%
Asian Students, English I Denominator	24,297	
Alternate Tests, Asian Students, English II Numerator	190	0.8%
Asian Students, English II Denominator	24,237	

**Texas State-Level Alternate Participation Rates by Ethnicity,
2023–2024 School Year**

Description	Number	Percent
Alternate Tests, Grade 3, Asian Students, STAAR Mathematics Numerator	366	1.6%
Grade 3, Asian Students, STAAR Mathematics Denominator	22,284	
Alternate Tests, Grade 3, Asian Students, STAAR Reading/ELA Numerator	367	1.6%
Grade 3, Asian Students, STAAR Reading/ELA Denominator	22,441	
Alternate Tests, Grade 4, Asian Students, STAAR Mathematics Numerator	358	1.6%
Grade 4, Asian Students, STAAR Mathematics Denominator	22,626	
Alternate Tests, Grade 4, Asian Students, STAAR Reading/ELA Numerator	358	1.6%
Grade 4, Asian Students, STAAR Reading/ELA Denominator	22,988	
Alternate Tests, Grade 5, Asian Students, STAAR Mathematics Numerator	352	1.5%
Grade 5, Asian Students, STAAR Mathematics Denominator	22,795	
Alternate Tests, Grade 5, Asian Students, STAAR Reading/ELA Numerator	352	1.5%
Grade 5, Asian Students, STAAR Reading/ELA Denominator	23,345	
Alternate Tests, Grade 5, Asian Students, STAAR Science Numerator	352	1.5%
Grade 5, Asian Students, STAAR Science Denominator	23,296	
Alternate Tests, Grade 6, Asian Students, STAAR Mathematics Numerator	263	1.2%
Grade 6, Asian Students, STAAR Mathematics Denominator	21,257	
Alternate Tests, Grade 6, Asian Students, STAAR Reading/ELA Numerator	263	1.1%
Grade 6, Asian Students, STAAR Reading/ELA Denominator	23,045	
Alternate Tests, Grade 7, Asian Students, STAAR Mathematics Numerator	237	1.3%
Grade 7, Asian Students, STAAR Mathematics Denominator	17,881	
Alternate Tests, Grade 7, Asian Students, STAAR Reading/ELA Numerator	237	1.1%
Grade 7, Asian Students, STAAR Reading/ELA Denominator	22,362	
Alternate Tests, Grade 8, Asian Students, STAAR Mathematics Numerator	236	0.8%
Grade 8, Asian Students, STAAR Mathematics Denominator	29,541	
Alternate Tests, Grade 8, Asian Students, STAAR Reading/ELA Numerator	235	1.0%
Grade 8, Asian Students, STAAR Reading/ELA Denominator	22,486	
Alternate Tests, Grade 8, Asian Students, STAAR Science Numerator	235	1.0%
Grade 8, Asian Students, STAAR Science Denominator	22,667	
Alternate Tests, Pacific Islander Students, Algebra I Numerator		0.8%
Pacific Islander Students, Algebra I Denominator		
Alternate Tests, Pacific Islander Students, Biology Numerator		1.1%
Pacific Islander Students, Biology Denominator		
Alternate Tests, Pacific Islander Students, English I Numerator		0.9%
Pacific Islander Students, English I Denominator		
Alternate Tests, Pacific Islander Students, English II Numerator		0.5%
Pacific Islander Students, English II Denominator		
Alternate Tests, Grade 3, Pacific Islander Students, STAAR Mathematics Numerator	11	1.7%
Grade 3, Pacific Islander Students, STAAR Mathematics Denominator	633	
Alternate Tests, Grade 3, Pacific Islander Students, STAAR Reading/ELA Numerator	11	1.7%
Grade 3, Pacific Islander Students, STAAR Reading/ELA Denominator	635	
Alternate Tests, Grade 4, Pacific Islander Students, STAAR Mathematics Numerator	16	2.6%
Grade 4, Pacific Islander Students, STAAR Mathematics Denominator	612	
Alternate Tests, Grade 4, Pacific Islander Students, STAAR Reading/ELA Numerator	16	2.6%
Grade 4, Pacific Islander Students, STAAR Reading/ELA Denominator	615	
Alternate Tests, Grade 5, Pacific Islander Students, STAAR Mathematics Numerator	10	1.5%
Grade 5, Pacific Islander Students, STAAR Mathematics Denominator	670	
Alternate Tests, Grade 5, Pacific Islander Students, STAAR Reading/ELA Numerator	10	1.5%
Grade 5, Pacific Islander Students, STAAR Reading/ELA Denominator	675	

Texas State-Level Alternate Participation Rates by Ethnicity, 2023–2024 School Year

Description	Number	Percent
Alternate Tests, Grade 5, Pacific Islander Students, STAAR Science Numerator	10	1.5%
Grade 5, Pacific Islander Students, STAAR Science Denominator	673	
Alternate Tests, Grade 6, Pacific Islander Students, STAAR Mathematics Numerator	15	2.2%
Grade 6, Pacific Islander Students, STAAR Mathematics Denominator	672	
Alternate Tests, Grade 6, Pacific Islander Students, STAAR Reading/ELA Numerator	15	2.2%
Grade 6, Pacific Islander Students, STAAR Reading/ELA Denominator	678	
Alternate Tests, Grade 7, Pacific Islander Students, STAAR Mathematics Numerator	14	2.5%
Grade 7, Pacific Islander Students, STAAR Mathematics Denominator	561	
Alternate Tests, Grade 7, Pacific Islander Students, STAAR Reading/ELA Numerator	14	2.1%
Grade 7, Pacific Islander Students, STAAR Reading/ELA Denominator		
Alternate Tests, Grade 8, Pacific Islander Students, STAAR Mathematics Numerator		0.6%
Grade 8, Pacific Islander Students, STAAR Mathematics Denominator		
Alternate Tests, Grade 8, Pacific Islander Students, STAAR Reading/ELA Numerator		0.7%
Grade 8, Pacific Islander Students, STAAR Reading/ELA Denominator		
Alternate Tests, Grade 8, Pacific Islander Students, STAAR Science Numerator		0.7%
Grade 8, Pacific Islander Students, STAAR Science Denominator		

Texas State-Level Alternate Participation Rates by Gender, 2023–2024 School Year

Description	Number	Percent
Alternate Tests, Female Students, Algebra I Numerator	1,756	0.7%
Female Students, Algebra I Denominator	258,736	
Alternate Tests, Female Students, Biology Numerator	1,699	0.7%
Female Students, Biology Denominator	240,449	
Alternate Tests, Female Students, English I Numerator	1,754	0.7%
Female Students, English I Denominator	268,950	
Alternate Tests, Female Students, English II Numerator	1,530	0.6%
Female Students, English II Denominator	251,858	
Alternate Tests, Grade 3, Female Students, STAAR Mathematics Numerator	1,960	1.0%
Grade 3, Female Students, STAAR Mathematics Denominator	197,226	
Alternate Tests, Grade 3, Female Students, STAAR Reading/ELA Numerator	1,962	1.0%
Grade 3, Female Students, STAAR Reading/ELA Denominator	197,583	
Alternate Tests, Grade 4, Female Students, STAAR Mathematics Numerator	1,981	1.0%
Grade 4, Female Students, STAAR Mathematics Denominator	195,620	
Alternate Tests, Grade 4, Female Students, STAAR Reading/ELA Numerator	1,980	1.0%
Grade 4, Female Students, STAAR Reading/ELA Denominator	196,306	
Alternate Tests, Grade 5, Female Students, STAAR Mathematics Numerator	1,914	1.0%
Grade 5, Female Students, STAAR Mathematics Denominator	195,577	
Alternate Tests, Grade 5, Female Students, STAAR Reading/ELA Numerator	1,914	1.0%
Grade 5, Female Students, STAAR Reading/ELA Denominator	196,624	
Alternate Tests, Grade 5, Female Students, STAAR Science Numerator	1,914	1.0%
Grade 5, Female Students, STAAR Science Denominator	196,412	
Alternate Tests, Grade 6, Female Students, STAAR Mathematics Numerator	1,804	0.9%
Grade 6, Female Students, STAAR Mathematics Denominator	193,239	
Alternate Tests, Grade 6, Female Students, STAAR Reading/ELA Numerator	1,806	0.9%
Grade 6, Female Students, STAAR Reading/ELA Denominator	196,135	
Alternate Tests, Grade 7, Female Students, STAAR Mathematics Numerator	1,717	1.0%
Grade 7, Female Students, STAAR Mathematics Denominator	165,699	

**Texas State-Level Alternate Participation Rates by Gender,
2023–2024 School Year**

Description	Number	Percent
Alternate Tests, Grade 7, Female Students, STAAR Reading/ELA Numerator	1,720	0.9%
Grade 7, Female Students, STAAR Reading/ELA Denominator	197,965	
Alternate Tests, Grade 8, Female Students, STAAR Mathematics Numerator	1,681	0.7%
Grade 8, Female Students, STAAR Mathematics Denominator	239,332	
Alternate Tests, Grade 8, Female Students, STAAR Reading/ELA Numerator	1,680	0.8%
Grade 8, Female Students, STAAR Reading/ELA Denominator	203,367	
Alternate Tests, Grade 8, Female Students, STAAR Science Numerator	1,679	0.8%
Grade 8, Female Students, STAAR Science Denominator	204,015	
Alternate Tests, Male Students, Algebra I Numerator	3,359	1.2%
Male Students, Algebra I Denominator	288,269	
Alternate Tests, Male Students, Biology Numerator	3,330	1.3%
Male Students, Biology Denominator	258,261	
Alternate Tests, Male Students, English I Numerator	3,363	1.1%
Male Students, English I Denominator	314,507	
Alternate Tests, Male Students, English II Numerator	3,153	1.1%
Male Students, English II Denominator	284,133	
Alternate Tests, Grade 3, Male Students, STAAR Mathematics Numerator	4,657	2.3%
Grade 3, Male Students, STAAR Mathematics Denominator	204,985	
Alternate Tests, Grade 3, Male Students, STAAR Reading/ELA Numerator	4,660	2.3%
Grade 3, Male Students, STAAR Reading/ELA Denominator	205,441	
Alternate Tests, Grade 4, Male Students, STAAR Mathematics Numerator	4,509	2.2%
Grade 4, Male Students, STAAR Mathematics Denominator	205,221	
Alternate Tests, Grade 4, Male Students, STAAR Reading/ELA Numerator	4,510	2.2%
Grade 4, Male Students, STAAR Reading/ELA Denominator	206,258	
Alternate Tests, Grade 5, Male Students, STAAR Mathematics Numerator	4,119	2.0%
Grade 5, Male Students, STAAR Mathematics Denominator	204,211	
Alternate Tests, Grade 5, Male Students, STAAR Reading/ELA Numerator	4,119	2.0%
Grade 5, Male Students, STAAR Reading/ELA Denominator	205,647	
Alternate Tests, Grade 5, Male Students, STAAR Science Numerator	4,119	2.0%
Grade 5, Male Students, STAAR Science Denominator	205,364	
Alternate Tests, Grade 6, Male Students, STAAR Mathematics Numerator	3,780	1.9%
Grade 6, Male Students, STAAR Mathematics Denominator	202,316	
Alternate Tests, Grade 6, Male Students, STAAR Reading/ELA Numerator	3,778	1.8%
Grade 6, Male Students, STAAR Reading/ELA Denominator	206,246	
Alternate Tests, Grade 7, Male Students, STAAR Mathematics Numerator	3,510	2.0%
Grade 7, Male Students, STAAR Mathematics Denominator	174,357	
Alternate Tests, Grade 7, Male Students, STAAR Reading/ELA Numerator	3,512	1.7%
Grade 7, Male Students, STAAR Reading/ELA Denominator	208,226	
Alternate Tests, Grade 8, Male Students, STAAR Mathematics Numerator	3,307	1.3%
Grade 8, Male Students, STAAR Mathematics Denominator	253,681	
Alternate Tests, Grade 8, Male Students, STAAR Reading/ELA Numerator	3,306	1.5%
Grade 8, Male Students, STAAR Reading/ELA Denominator	214,338	
Alternate Tests, Grade 8, Male Students, STAAR Science Numerator	3,307	1.5%
Grade 8, Male Students, STAAR Science Denominator	215,508	

**Texas State-Level Alternate Participation Rates by Special Populations,
2023–2024 School Year**

Description	Number	Percent
Alternate Tests, Economically Disadvantaged Students, Algebra I Numerator	3,673	1.1%
Economically Disadvantaged Students, Algebra I Denominator	348,188	
Alternate Tests, Economically Disadvantaged Students, Biology Numerator	3,610	1.2%
Economically Disadvantaged Students, Biology Denominator	310,297	
Alternate Tests, Economically Disadvantaged Students, English I Numerator	3,682	1.0%
Economically Disadvantaged Students, English I Denominator	379,235	
Alternate Tests, Economically Disadvantaged Students, English II Numerator	3,304	1.0%
Economically Disadvantaged Students, English II Denominator	334,529	
Alternate Tests, Grade 3, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,921	1.9%
Grade 3, Economically Disadvantaged Students, STAAR Mathematics Denominator	254,778	
Alternate Tests, Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,924	1.9%
Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	255,293	
Alternate Tests, Grade 4, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,810	1.9%
Grade 4, Economically Disadvantaged Students, STAAR Mathematics Denominator	250,721	
Alternate Tests, Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,811	1.9%
Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	251,368	
Alternate Tests, Grade 5, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,380	1.8%
Grade 5, Economically Disadvantaged Students, STAAR Mathematics Denominator	248,848	
Alternate Tests, Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,381	1.8%
Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	249,761	
Alternate Tests, Grade 5, Economically Disadvantaged Students, STAAR Science Numerator	4,381	1.8%
Grade 5, Economically Disadvantaged Students, STAAR Science Denominator	249,319	
Alternate Tests, Grade 6, Economically Disadvantaged Students, STAAR Mathematics Numerator	4,065	1.7%
Grade 6, Economically Disadvantaged Students, STAAR Mathematics Denominator	246,220	
Alternate Tests, Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	4,062	1.6%
Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	248,677	
Alternate Tests, Grade 7, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,821	1.8%
Grade 7, Economically Disadvantaged Students, STAAR Mathematics Denominator	215,483	
Alternate Tests, Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,826	1.5%
Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	248,250	
Alternate Tests, Grade 8, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,651	1.3%
Grade 8, Economically Disadvantaged Students, STAAR Mathematics Denominator	287,736	
Alternate Tests, Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,649	1.4%
Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	253,023	
Alternate Tests, Grade 8, Economically Disadvantaged Students, STAAR Science Numerator	3,647	1.4%
Grade 8, Economically Disadvantaged Students, STAAR Science Denominator	253,919	
Alternate Tests, EL Students, Algebra I Numerator	716	0.5%
EL Students, Algebra I Denominator	141,738	
Alternate Tests, EL Students, Biology Numerator	658	0.5%
EL Students, Biology Denominator	127,292	
Alternate Tests, EL Students, English I Numerator	724	0.4%
EL Students, English I Denominator	165,619	
Alternate Tests, EL Students, English II Numerator	525	0.4%
EL Students, English II Denominator	134,400	
Alternate Tests, Grade 3, EL Students, STAAR Mathematics Numerator	1,598	1.5%
Grade 3, EL Students, STAAR Mathematics Denominator	107,867	
Alternate Tests, Grade 3, EL Students, STAAR Reading/ELA Numerator	1,601	1.5%
Grade 3, EL Students, STAAR Reading/ELA Denominator	108,415	

**Texas State-Level Alternate Participation Rates by Special Populations,
2023–2024 School Year**

Description	Number	Percent
Alternate Tests, Grade 8, EL Students, STAAR Reading/ELA Numerator	740	0.7%
Grade 8, EL Students, STAAR Reading/ELA Denominator	103,899	
Alternate Tests, Grade 8, EL Students, STAAR Science Numerator	739	0.7%
Grade 8, EL Students, STAAR Science Denominator	104,060	

Appendix II. 2023–2024 Statewide Participation Data for General Assessments

Texas State-Level Participation Rates All Students by Subject, 2023–2024 School Year

Description	Number	Percent
STAAR Mathematics Numerator	2,919,177	98.9%
STAAR Mathematics Denominator	2,950,219	
STAAR RLA Numerator	2,992,003	96.5%
STAAR RLA Denominator	3,100,263	
STAAR Science Numerator	1,296,019	98.7%
STAAR Science Denominator	1,313,541	

Texas State-Level Participation Rates All Students by Test, 2023–2024 School Year

Description	Number	Percent
All Tests, All Students, Algebra I Numerator	535,924	98.0%
All Students, Algebra I Denominator	547,111	
All Tests, All Students, Biology Numerator	488,908	98.0%
All Students, Biology Denominator	498,805	
All Tests, All Students, English I Numerator	572,643	98.1%
All Students, English I Denominator	583,575	
All Tests, All Students, English II Numerator	524,593	97.9%
All Students, English II Denominator	536,081	
All Tests, Grade 3, All Students, STAAR Mathematics Numerator	400,496	99.5%
Grade 3, All Students, STAAR Mathematics Denominator	402,317	
All Tests, Grade 3, All Students, STAAR Reading/ELA Numerator	401,043	99.5%
Grade 3, All Students, STAAR Reading/ELA Denominator	403,118	
All Tests, Grade 4, All Students, STAAR Mathematics Numerator	399,251	99.6%
Grade 4, All Students, STAAR Mathematics Denominator	400,923	
All Tests, Grade 4, All Students, STAAR Reading/ELA Numerator	400,706	99.5%
Grade 4, All Students, STAAR Reading/ELA Denominator	402,638	
All Tests, Grade 5, All Students, STAAR Mathematics Numerator	398,183	99.6%
Grade 5, All Students, STAAR Mathematics Denominator	399,856	
All Tests, Grade 5, All Students, STAAR Reading/ELA Numerator	400,416	99.5%
Grade 5, All Students, STAAR Reading/ELA Denominator	402,342	
All Tests, Grade 5, All Students, STAAR Science Numerator	400,082	99.6%
Grade 5, All Students, STAAR Science Denominator	401,847	
All Tests, Grade 6, All Students, STAAR Mathematics Numerator	393,042	99.4%
Grade 6, All Students, STAAR Mathematics Denominator	395,474	
All Tests, Grade 6, All Students, STAAR Reading/ELA Numerator	399,905	99.4%
Grade 6, All Students, STAAR Reading/ELA Denominator	402,454	
All Tests, Grade 7, All Students, STAAR Mathematics Numerator	329,339	99.2%
Grade 7, All Students, STAAR Mathematics Denominator	332,087	
All Tests, Grade 7, All Students, STAAR Reading/ELA Numerator	403,075	99.2%
Grade 7, All Students, STAAR Reading/ELA Denominator	406,252	
All Tests, Grade 8, All Students, STAAR Mathematics Numerator	361,571	99.0%
Grade 8, All Students, STAAR Mathematics Denominator	365,093	
All Tests, Grade 8, All Students, STAAR Reading/ELA Numerator	408,126	99.1%
Grade 8, All Students, STAAR Reading/ELA Denominator	411,626	
All Tests, Grade 8, All Students, STAAR Science Numerator	402,962	99.2%
Grade 8, All Students, STAAR Science Denominator	406,337	

Texas State-Level Participation Rates All Students Receiving Special Education Services by Subject, 2023–2024 School Year

Description	Number	Percent
STAAR Mathematics Numerator	465,664	98.6%
STAAR Mathematics Denominator	472,293	
STAAR RLA Numerator	476,231	96.7%
STAAR RLA Denominator	492,548	
STAAR Science Numerator	186,759	98.1%
STAAR Science Denominator	190,340	

Texas State-Level Participation Rates All Students Receiving Special Education Services by Test, 2023–2024 School Year

Description	Number	Percent
All Tests, All Students in Special Ed, Algebra I Numerator	71,931	96.8%
All Students in Special Ed, Algebra I Denominator	74,306	
All Tests, All Students in Special Ed, Biology Numerator	62,408	96.8%
All Students in Special Ed, Biology Denominator	64,482	
All Tests, All Students in Special Ed, English I Numerator	78,428	97.1%
All Students in Special Ed, English I Denominator	80,777	
All Tests, All Students in Special Ed, English II Numerator	62,508	96.5%
All Students in Special Ed, English II Denominator	64,746	
All Tests, Grade 3, All Students in Special Ed, STAAR Mathematics Numerator	76,433	99.2%
Grade 3, All Students in Special Ed, STAAR Mathematics Denominator	77,021	
All Tests, Grade 3, All Students in Special Ed, STAAR Reading/ELA Numerator	76,488	99.2%
Grade 3, All Students in Special Ed, STAAR Reading/ELA Denominator	77,139	
All Tests, Grade 4, All Students in Special Ed, STAAR Mathematics Numerator	74,772	99.3%
Grade 4, All Students in Special Ed, STAAR Mathematics Denominator	75,310	
All Tests, Grade 4, All Students in Special Ed, STAAR Reading/ELA Numerator	74,854	99.2%
Grade 4, All Students in Special Ed, STAAR Reading/ELA Denominator	75,477	
All Tests, Grade 5, All Students in Special Ed, STAAR Mathematics Numerator	70,721	99.2%
Grade 5, All Students in Special Ed, STAAR Mathematics Denominator	71,279	
All Tests, Grade 5, All Students in Special Ed, STAAR Reading/ELA Numerator	70,840	99.1%
Grade 5, All Students in Special Ed, STAAR Reading/ELA Denominator	71,475	
All Tests, Grade 5, All Students in Special Ed, STAAR Science Numerator	70,810	99.2%
Grade 5, All Students in Special Ed, STAAR Science Denominator	71,391	
All Tests, Grade 6, All Students in Special Ed, STAAR Mathematics Numerator	63,236	98.9%
Grade 6, All Students in Special Ed, STAAR Mathematics Denominator	63,956	
All Tests, Grade 6, All Students in Special Ed, STAAR Reading/ELA Numerator	63,525	98.9%
Grade 6, All Students in Special Ed, STAAR Reading/ELA Denominator	64,260	
All Tests, Grade 7, All Students in Special Ed, STAAR Mathematics Numerator	54,522	98.6%
Grade 7, All Students in Special Ed, STAAR Mathematics Denominator	55,311	
All Tests, Grade 7, All Students in Special Ed, STAAR Reading/ELA Numerator	57,975	98.5%
Grade 7, All Students in Special Ed, STAAR Reading/ELA Denominator	58,832	
All Tests, Grade 8, All Students in Special Ed, STAAR Mathematics Numerator	52,847	98.4%
Grade 8, All Students in Special Ed, STAAR Mathematics Denominator	53,730	
All Tests, Grade 8, All Students in Special Ed, STAAR Reading/ELA Numerator	54,067	98.4%
Grade 8, All Students in Special Ed, STAAR Reading/ELA Denominator	54,945	
All Tests, Grade 8, All Students in Special Ed, STAAR Science Numerator	53,446	98.4%
Grade 8, All Students in Special Ed, STAAR Science Denominator	54,327	

Appendix III. Public Comments

Date	Position	Affiliation	Public Comment	TEA Response
12/02/24	Superintendent	Brackett Independent School District (ISD)	<p>As a rural school district the 1% cap significantly impacts our district. Our smaller enrollment numbers creates a disproportionate effect on special needs populations. The 1% cap is restrictive and limits our access to appropriate assessment for students. We often feel limited when making decisions for students with significant cognitive disabilities which in turn leads to inaccurate accountability data and ratings. The restriction makes it challenging to make decisions that are best and appropriate for students.</p>	<p>TEA acknowledges that a small total student population results in a greater impact on an LEA's AA-AAAS participation rates. TEA provides the following clarification: Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student.</p>
12/02/24	Director	Palo Pinto County Shared Services Agreement (SSA)	<p>The waiver request is absolutely necessary and should be adjusted to address the discriminatory and unfair testing practices that is created as the result of the USDE and OSEP federal cap on the number of students who can be assessed using the STAAR Alt2 assessment.</p> <p>The waiver is unfair to students who have intellectual disabilities or any significant cognitive delays but who are able to perform their own self care. Requiring a child with a significant cognitive delay; who is able to potty, feed themselves and follow routines, but who is also; performing significantly below grade level (3 or more years) academically and who accesses the grade level TEKS through prerequisite skills to take the STAAR assessment is discriminatory to this group of children.</p> <p><i>"Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress"</i></p> <p>The STAAR assessment with accommodations will only measure what these students are not able to do academically. The teachers and parents are fully aware of the cognitive levels and academic abilities of these students. The curriculum for these students must be modified so significantly that the test does not measure what they know. It is an automatic fail because these students cannot comprehend the depth and complexity of the grade level TEKS at grade level.</p> <p>I understand the need for monitoring and can appreciate the attempt to create a mechanism for decision making. Children who were previously, appropriately determined to meet the STAAR Alt 2 requirements are no longer able to be appropriately assessed because the USDE is requiring Texas to reduce the number of children who take the STAAR Alt 2. While this form provides more guidance in an effort to meet federal requirements, it creates a whole new group of kids with special needs who are denied the opportunity to have their knowledge measured appropriately and places them in an unreasonable testing situation.</p> <p>Thank you for the opportunity to provide input.</p>	<p>TEA acknowledges the need to submit a waiver request and provides the following clarifications: 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. The STAAR Alternate 2 participation requirements were updated by TEA in consultation with special education experts and received robust review and revision from internal and external stakeholders to ensure students with the most significant cognitive disabilities are appropriately assessed.</p>

12/02/24	Executive Director	Eagle Mountain-Saginaw ISD	<p>The federal government needs to reconsider the arbitrary 1% cap for alternative assessments. Students with the most significant cognitive disabilities consistently represent more than 1% of the student population and the communities where they live.</p> <p>The ARD committee provides safeguards to ensure that only those students who meet the criteria are assessed on alternative achievement standards.</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. TEA provides the following clarification: This process is one step in ensuring that all students have access to the same grade-level curriculum standards and are appropriately assessed.
12/03/24	Chief Officer	Corpus Christi ISD	I respectfully request consideration of the STAAR Alt Participation Guidance requirements. Districts work very hard to teach skills to promote independence and self-help skills for students with significant cognitive delays. Now, this is excluding students from STAAR Alt 2. However, skills assessed on STAAR do not have prerequisite skills for self-help and independence. Participation rates in the alternative assessments have gradually increased across years, from less than 1% in most states in 2000-2001 to more than 1% in most states in 2015-16, according to an October 2018 report published by the National Center on Educational Outcomes and the National Center for the Improvement of Educational Assessment. This data includes that more than half of the states exceed the federal 1% cap.	TEA provides the following clarifications: 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. The STAAR Alternate 2 participation requirements were updated by TEA in consultation with special education experts and received robust review and revision from internal and external stakeholders to ensure students with the most significant cognitive disabilities are appropriately assessed.
12/03/24	Director	Central ISD	I work in an ISD with a group home and a state residential facility accepting juveniles. We can expect 20-25 additional students to attend school each year, not counting students who attend who reside with their parents. Students in these group homes and facilities qualify for special education services. With some qualifying for the STAAR ALT 2 state assessment, this increases our numbers. We are not in control of who resides in our district and make decisions based on the participation requirements. I don't anticipate the number of students who qualify to decrease, only increase.	TEA acknowledges that some LEAs may provide educational services to facilities that draw students who receive special education services. TEA provides the following clarification: Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student.
12/03/24	Director	Western Bowie County Co-op	<p>In a world where we work to individualize each student's programming to ensure FAPE, this cap creates situations where we know we are exceeding the 1% or we have to make a "uniformed" decision that is not in line with student programming. If we are supposed to be making individualized decisions and we are working through the STAAR-Alt 2 worksheet that is provided by the state, we should not be penalized for exceeding a federal cap, or any cap.</p> <p>Just as we exceeded the 8.5% SPED cap that the state placed on us years ago, we will continue to exceed this one, if there is a need. I am very fortunate to work with school districts that allow my staff and me to make decisions based on student need and programming versus state or federal caps. The down side to this is that we are levied with corrective action activities to justify why we make the decisions we make. Nevertheless, I will do that all day long if it allows my staff to make individualized decisions, but that is time that could be more effectively spent elsewhere.</p> <p>Thank you for submitting the federal waiver on behalf of the State.</p>	TEA provides the following clarification: Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student.
12/03/24	Teacher and Coordinator	Boles ISD	I do not agree with having to submit a waiver for exceeding a 1% statewide threshold. Our campus is a small district with only 3 students in the entire district identified as STAAR ALT 2. Due to the size of our grade levels,	TEA acknowledges that a small total student population results in a greater impact on an LEA's AA-AAAS participation rates. TEA provides the

			having 1 student identified in different grade levels caused our district to exceed 1%. I fear that having to fit within the guidelines of the waiver will result in some students taking the wrong STAAR test for their level. I understand that the opposite is possible if there is no limit marker; however, 1% is challenging to stay in, with a state our size.	following clarifications: Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student. The state is required to submit a waiver to USDE if it anticipates exceeding the one percent statewide cap.
12/03/24	Program Coordinator	North East ISD	<p>I feel as long as districts are not held accountable for being within the 1%, they will continue to place students on STAAR ALT 2 who do not truly meet the eligibility requirements as they are written. There is still a lack of clarity when it comes to the definition of what is considered “the most significant cognitive impairment” and that is where campuses are taking advantage. This is becoming a real concern, especially with the increase in students receiving services under an Autism eligibility. In our district we are seeing an alarming number of students with a cognitive score in the average or even above average range being placed on STAAR ALT 2. We do a significant amount of training and education on the participation requirements with principals, grade level chairs, campus coordinators, and teachers, however, ultimately it’s the ARDC making that decision. We are addressing these students as we find them but in a district our size we aren’t going to find them all. Campus principals know they will not be held accountable for these decisions so many of them disregard our guidance and training because they know nothing will be done about it.</p> <p>I know that ultimately if we exceed the 1% threshold and we’ve made sure that every student placed on this test truly meets eligibility requirements than we have done our due diligence. However, when we exceed the 1% threshold and there continues to be a handful of students who do not meet eligibility, that is the situation I wish we were able to do something about.</p>	TEA acknowledges that some LEAs may not yet have fully implemented the updated STAAR Alternate 2 participation requirements and provides the following clarification: TEA will continue to provide training and technical assistance to LEAs to ensure appropriate assessment decisions are made and will continue to monitor LEAs who exceed the one percent threshold.
12/03/24	Director	Ysleta ISD	<p>Ysleta ISD is in full support of a waiver request to exceed the 1% cap on students taking the STAAR Alt 2 assessment for the 24-25 school year. With the abrupt adjustment to the Alt requirements, districts were left with making drastic changes instructionally for students who no longer qualified for the Alt 2 assessment. While Ysleta ISD did not exceed the 1% cap, we do believe that there are students who would benefit from a gradual transition from an Alt assessment to a STAAR / EOC assessment. Based on the new criteria, Ysleta ISD had to adjust IEP’s and placements for students in order for them to access grade level content and curriculum. Approving this waiver will ensure fair and appropriate assessments for these students, reflecting their true abilities and progress. It is crucial to maintain strict oversight to ensure only eligible students take the STAAR Alternate 2.</p> <p>Thank you for considering this request.</p>	TEA acknowledges that this process is one step in ensuring that all students have access to the same grade-level curriculum standards and are appropriately assessed.
12/05/24	Owner and Founder	101 Advocacy LLC	As an advocate, I work with districts across that state that do not regularly provide high quality education for those with significant disabilities. Although the alternate assessment itself is not the sole reason for lack of quality in education for those with significant disabilities, allowing districts to exceed cap on alternate assessment will not result in positive student outcomes.	TEA acknowledges that there may be some LEAs who struggle to provide the same grade-level curriculum standards to all students and provides the following clarifications: LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student. TEA will continue to provide training and technical

			Exceeding ratios only serve the district. I recommend that this request be denied.	assistance to LEAs to ensure appropriate assessment decisions are made and will continue to monitor LEAs who exceed the one percent threshold.
12/09/24	Director	Four County SSA	I do not feel we should have to complete a waiver for going over the one percent cap. We can not control the students who have disabilities and their severity. We follow the guidelines on whom is allowed to test, but can not control how many that could be.	TEA provides the following clarifications: The state is required to submit a waiver to USDE if it anticipates exceeding the one percent statewide cap. Regardless of the statewide cap, LEAs should use the STAAR Alternate 2 participation requirements to determine the most appropriate assessment for each student.
12/09/24	Assistant Director	Four County SSA	This should not be legal to govern! We have no control over student disabilities and how many are in our schools. We follow the staar alt 2 participation requirements that should be enough. To cap it is not legal at all. These students struggle with day to day tasks. To ask them to take a formal paper/ pencil test is cruel and unusual punishment. If you want to solve this on a greater level get rid of STAAR all together. It is not doing anyone any good at all!	This comment is outside the scope of the waiver request.
12/10/24	Director	The Advocacy Institute	<p>The introduction fails to mention that Texas received waivers to exceed the one percent cap on alternate assessments (AA) for four years as follows: SY 2017-2018, SY 2018-2019, SY 2020-2021 and SY 2021-2022. The state was denied a waiver for SY 2022-2023, was cited for exceeding the cap without a waiver by the U.S. Dept. of Education, was required to submit a plan to reduce AA participation and a condition was placed on the state's Title I grant award. The condition will remain in place until the state can demonstrate it has assessed less than 1.0 percent of students with an alternate assessment.</p> <p>While Table 1 shows that AA participation was reduced between 2022-2023 and 2023-2024, Table 6 indicates that the state has not decreased AA participation over the six years since this requirement became effective (2017-2018). In fact, the state's AA participation increased dramatically between 2020-2021 and 2022-2023.</p> <p>In 2023-2024, the state exceeded the cap by 10,000 students in Math, 9,000 students in RLA and 2900 in Science. Therefore, the state's request should be denied.</p>	TEA acknowledges that USDE has placed a condition on the state's Title I, Part A grant award as indicated in the May 2024 Texas One Percent Waiver Consequences Letter available on the STAAR Alternate 2 Resources webpage. TEA provides the following clarification: 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 2023–2024 school year as indicated in this document.

From: [Banks, Kathleen](#)
To: [Cole, Julie](#)
Cc: [Peasley, Donald](#); [OESE.ESEA.Assessment](#); [Commissioner](#); [Rios, Jose](#)
Subject: RE: Texas" One Percent Waiver Request
Date: Thursday, March 27, 2025 12:40:00 PM
Attachments: [image002.png](#)
[image003.png](#)

Hi Julie,

Thanks for the explanation. I saw your plan and timeline in the waiver request and should have been more specific that I was asking about the full 24-25 SY. The plan started in August 2024 and ended in March 2025 and I was wondering about the remaining months for the school year. It's fine though because I indicated that the State would continue with the new practices implemented last school year when the State did not request a 1% waiver.

Kathleen Banks
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U.S. Department of Education

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From: Cole, Julie <Julie.Cole@tea.texas.gov>
Sent: Wednesday, March 26, 2025 6:33 PM
To: Banks, Kathleen <kathleen.banks@ed.gov>
Cc: Peasley, Donald <Donald.Peasley@ed.gov>; [OESE.ESEA.Assessment](#) <ESEA.Assessment@ed.gov>; [Commissioner](#) <Commissioner@tea.texas.gov>; [Rios, Jose](#) <Jose.Rios@tea.texas.gov>
Subject: RE: Texas' One Percent Waiver Request

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Kathy,

Although Texas took significant steps during the 2023–2024 school year to ensure that all students in Texas are assessed appropriately, especially those students who receive special education services, as indicated in the state's plan, the plan also includes additional steps Texas has taken (or will take) during the 2024–2025 school year to continue on this path. In addition, with the 2024–2025 school year as the first full year of implementation of the updated participation requirements, Texas anticipates seeing more decrease in AA-AAAS participation numbers.

- As described in the Justification section of the document on pages 8 and 9, TEA has followed-up with LEAs during the 2024–2025 school year as needed based on data submitted in the justification form.
- As described in the Plan and Timeline section of the document on pages 9–12:
 - TEA has continued increased communications and technical support during the 2024–2025 school year.
 - TEA has updated the justification form LEAs submit and simplified the disproportionality guidance for the 2024–2025 school year.
 - For the 2024–2025 school year, TEA assessment staff routinely collaborate with TEA special education staff to provide updates and answer questions from regional and LEA special education directors.
 - TEA staff from the Student Assessment and Special Education Monitoring, Review, and Support Divisions collaborated to update for the 2024–2025 school year the external desk review rubric that is used to evaluate an LEA’s special education program through the Differentiated Monitoring and Support System.
- Timeline table on pages 12 and 13:

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 • Updated justification and assurances form
October 2024	<ul style="list-style-type: none"> • Notified LEAs with participation rates exceeding one percent • Began collecting justification and assurances data
November 2024	<ul style="list-style-type: none"> • Posted draft waiver for public comment
December 2024	<ul style="list-style-type: none"> • Requested new waiver from USDE
March 2025	<ul style="list-style-type: none"> • Opened STAAR Alternate 2 testing window

I apologize if the information in the document is not presented in the appropriate order so that it is more direct. Please let me know if this is not the information you were looking for so that we can jump on a quick call to discuss what additional information is needed. Thank you for your consideration.



Julie Cole

Director of Policy and Publications

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From: Banks, Kathleen <kathleen.banks@ed.gov>

Sent: Wednesday, March 26, 2025 4:04 PM

To: Cole, Julie <Julie.Cole@tea.texas.gov>; Peasley, Donald <Donald.Peasley@ed.gov>

Cc: OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>; Commissioner <Commissioner@tea.texas.gov>; Rios, Jose <Jose.Rios@tea.texas.gov>

Subject: RE: Texas' One Percent Waiver Request

[EXTERNAL EMAIL]

Hi Julie,

We have been a bit delayed with our waiver requests. I am hoping to get your State's 1% cap waiver request into clearance tomorrow. The only issue I see is that the plan you provided is for SY 23-24 and even the text in the request is mainly about SY 23-24 activities. For a 1% cap waiver request, the State must provide a current plan and timeline. So, basically what's the plan currently. We can certainly consider things like revising the State's definition of a student with a most significant cognitive disability. Would it be possible for you and your team to adjust your timeline to include activities for SY 24-25? If not, then we'll move forward with the plan that was included in the waiver request.

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