



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 22, 2022

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

Dear Commissioner Morath:

I am writing in response to the Texas Education Agency (TEA's) request on December 27, 2021, for a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA) which stipulates that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State who are assessed in the required subjects of 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 school year 2021-2022, a one-year extension of the State's 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 2018-2019 at least 95 percent of all students and students with disabilities who are enrolled in grades for which an assessment is required. I note that while the State did not assess at least 95 percent of all students and students with disabilities in 2020-2021, it assessed students with disabilities at about the same rate as all students in 2020-2021. Therefore, consistent with information provided in the guidance to States on October 29, 2021,<sup>1</sup> I am also approving a one-year waiver of the requirement in 34 CFR § 200.6(c)(4)(ii)(B) that a State must have assessed at least 95 percent of students in the prior year.
- 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.

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<sup>1</sup> See: <https://oese.ed.gov/files/2021/10/Memo-to-States-re-One-Percent-Waiver-Requirements-2021-2022.pdf>.

- 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.
- 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.

I want to remind you of the requirement in 34 CFR § 200.6(c)(3)(iv) that the State must make publicly available the information submitted by an LEA justifying the need of the LEA to assess more than 1.0 percent of its students on the AA-AAAS, provided that such information does not reveal personally identifiable information about an individual student. I also encourage you to make available your State’s plan and timeline and your progress to date in reducing the percentage of students taking the AA-AAAS. I would also like to remind you that this waiver does not alleviate any of the State’s obligations in meeting all of the requirements found in section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) which address assessment participation, assessment accommodations, alternate assessments, and reporting for children with disabilities.

I appreciate the work you have undertaken to reduce the percentage of students taking an AA-AAAS in the 2020-2021 school year when compared to the 2018-2019 school year. I am pleased to see the positive results from your workplan and I want to thank you for your continued efforts in achieving this. We hope this will be the last year that Texas believes it needs this waiver.

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

Sincerely,

/s/

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

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

December 27, 2021

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

Dear Mr. Rooney:

I am writing to request an extension of a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), for the requirement that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State. The Texas Education Agency (TEA) is requesting a waiver extension of this requirement because it anticipates that Texas will exceed the 1.0 percent cap for the 2021–2022 school year based on the percentage of students who took the AA-AAAS previously.

Due to the impact of COVID-19 on the 2020–2021 administration of the statewide assessments, the State of Texas Assessments of Academic Readiness (STAAR<sup>®</sup>), Texas is also seeking a one-year waiver of the requirement under Section 1111(c)(4)(E) to annually measure the achievement on STAAR of not less than 95 percent of all students and 95 percent of all students in each subgroup of students who are enrolled in public schools. Texas is seeking this waiver in order to be eligible for a 2021–2022 1.0 percent AA-AAAS waiver.

The attached document, *Texas One Percent Cap Waiver Request 2021–2022 School Year*, outlines the requirements necessary for the 1.0 percent waiver. *Texas 95 Percent Participation Waiver Request* is included in the appendix of that document.

TEA requests these waivers while it continues to monitor and provide additional guidance to Texas' local education agencies (LEAs) to make substantial progress toward reducing the percentage of students assessed with an AA-AAAS to fewer than 1.0 percent. These waivers are requested for the 2021–2022 school year. Texas assures that if it is granted these waivers—

- it will continue to meet all other requirements of ESSA and take additional steps to support and provide oversight to each LEA that Texas anticipates will exceed the 1.0 percent threshold to ensure that only students with the most significant cognitive disabilities take an AA-AAAS,
- it will monitor and regularly evaluate each LEA to ensure the LEA provides sufficient training such that school staff who participate as members of an individualized education program (IEP) team implement the guidelines established by Texas for participation in AA-AAAS so that all students are appropriately assessed,

- it will address any disproportionality in the percentage of students taking an AA-AAAS as identified through the data provided, and
- it has verified that each LEA that Texas anticipates will assess more than 1.0 percent of its assessed students in any subject using an AA-AAAS has followed Texas' guidelines for participation in the AA-AAAS.

TEA provided all LEAs in Texas with notice and a reasonable opportunity to comment on these waivers. Notice of the waiver requests and a public comment period on the waivers was sent to all LEAs in Texas and posted on the [Correspondence with Districts | Texas Education Agency](#) website.

Please feel free to contact Iris Tian, Executive Director, Student Assessment Division, at [Iris.Tian@tea.texas.gov](mailto:Iris.Tian@tea.texas.gov), or Julie Cole, Director of Policy and Publications, Student Assessment Division, at [Julie.Cole@tea.texas.gov](mailto:Julie.Cole@tea.texas.gov) if you have any questions regarding this request. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Morath', written in a cursive style.

Mike Morath  
Commissioner of Education



**TEXAS ONE PERCENT CAP  
WAIVER REQUEST  
2021–2022 School Year**

Texas Education Agency  
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Student Assessment Division  
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[StudentAssessment@tea.texas.gov](mailto:StudentAssessment@tea.texas.gov)  
December 2021

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# Introduction

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Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015 [ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)], modifies 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 who may participate in alternate assessments to no more than 1.0 percent of students in the grades assessed in a state. States who anticipate exceeding the 1.0 percent cap must submit a waiver request to the U.S. Department of Education (USDE).

The Texas Education Agency (TEA) alternate assessment based on alternate academic achievement standards is the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2. STAAR Alternate 2 participation rates for 2020–2021 were 1.3 percent for mathematics, 1.2 percent for reading/English Language Arts (ELA), and 1.2 percent for science. Compared with participation rates for the 2018–2019 school year, there was a 0.02 percent reduction in mathematics and a 0.01 percent reduction in both reading/ELA and science. In 2019–2020, the STAAR Alternate 2 assessment was paused due to COVID-19 pandemic mitigating factors. TEA requests an extension of the waiver, received in May 2021, from the 1.0 percent cap on students who may be assessed with an alternate assessment.

In previous years, Texas has exceeded the federal guidelines set at 95 percent participation rate of all students. Given the impact of the COVID-19 pandemic, the state’s overall participation rates in 2020–2021 dropped under 95 percent for the first time since requesting the 1.0 percent waiver. For the 2020–2021 school year, the state’s participation rate for students with disabilities was 85.8 percent in mathematics and 86.4 percent in reading/ELA. The state’s participation rates for all students assessed was 87.9 percent in mathematics, 88.6 percent in reading/ELA, and 87.6 percent in science. TEA expects to meet the 95 percent participation requirement in the 2021–2022 school year due to student reengagement efforts by local education agencies (LEA). For more information, refer to the *Texas 95 Percent Participation Waiver Request* in Appendix I of this document.

Pursuant to approval of the 1.0 percent cap waiver, TEA assures it will

- continue to meet all other requirements of §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;
- assess at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required;
- require that a LEA submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any subject assessed through STAAR Alternate 2 based upon the receipt of new test administration data;
- provide appropriate oversight of an LEA that is required to submit such information to TEA, and make such information publicly available;
- verify that each LEA that is required to submit such information to TEA is following all state guidelines in 24 CFR 200.6(d) and address any subgroup disproportionality in the percentage of students taking STAAR Alternate 2; and
- implement, consistent with the plan submitted in the TEA waiver request, the system improvements and monitor future administrations to avoid exceeding the 1.0 percent cap.

# One Percent Waiver Request Requirements

## 1. In accordance with §200.6(c)(4)(i): Submission 90-Days Prior to State Testing Window

**A state waiver request must be submitted at least 90 days prior to the start of the state’s testing window for the relevant subject.**

The STAAR Alternate 2 assessment window for the 2021–2022 administration is open from March 28, 2022, to April 29, 2022. At least ninety days prior to the start of Texas’ alternate assessment window the agency will submit a waiver request to the USDE to assess more than 1.0 percent of assessed population in mathematics, reading/ELA, and science.

## 2. In accordance with §200.6(c)(4)(ii): State-Level Data

When comparing 2018–2019 participation data with 2020–2021 data, there was a 0.02 percent reduction of students who participated in the alternate assessment in mathematics and a 0.01 percent reduction in students who participated in the alternate assessment in both reading/ELA and science.

**TABLE 1. SPRING 2021 PARTICIPATION IN ALTERNATE ASSESSMENT BY CONTENT AREA**

DESCRIPTION	STUDENT COUNT	%
STAAR ALTERNATE 2 TESTS, ALL STUDENTS MATHEMATICS	34,805	1.3%
STAAR TESTS, ALL STUDENTS MATHEMATICS	2,731,920	
STAAR ALTERNATE 2 TESTS, ALL STUDENTS READING/ELA	40,787	1.2%
STAAR TESTS, ALL STUDENTS READING/ELA	3,420,254	
STAAR ALTERNATE 2 TESTS, ALL STUDENTS SCIENCE	14,582	1.2%
STAAR TESTS, ALL STUDENTS SCIENCE	1,263,762	

### A. A state must provide state-level data from the previous year to show the percentage of students who participated in an alternate assessment by grade and subject.

TEA reasoned in 2020 that if admission, review, and dismissal (ARD) committees are adopting the theory of “least dangerous assumption” when considering assessment decisions for younger students, as communicated in statewide eligibility training, participation rates would continue to decrease as those students moved through the upper grade levels. A review of Table 2 subgroup data by grade/subject and course indicates that ARD committees are using the knowledge they have received through multi-level trainings when making assessment decisions for students. TEA expects participation rates to continue to decrease as students age out through the school system and better-informed assessment decisions are made for students entering the tested grades.

**TABLE 2. REDUCTION IN PARTICIPATION RATES BY GRADE/SUBJECT AND COURSE**

GRADE/SUBJECT OR COURSE				CHANGE FROM	CHANGE FROM
	2017–18	2018–19	2020–21	SPRING 2018 TO SPRING 2019	SPRING 2019 TO SPRING 2021
GRADE 3 READING	1.5	1.5	1.4	0.0	-0.1
GRADE 3 MATH	1.5	1.5	1.3	0.0	-0.2
GRADE 4 READING & WRITING	1.6	1.6	1.4	0.0	-0.2
GRADE 4 MATH	1.5	1.6	1.3	0.1	-0.3
GRADE 5 READING	1.6	1.5	1.4	-0.1	-0.1
GRADE 5 MATH	1.6	1.5	1.3	-0.1	-0.2
GRADE 5 SCIENCE	1.5	1.5	1.3	0.0	-0.2
GRADE 6 READING	1.5	1.5	1.3	0.0	-0.2
GRADE 6 MATH	1.5	1.5	1.3	0.0	-0.2
GRADE 7 READING & WRITING	1.4	1.4	1.2	0.0	-0.2
GRADE 7 MATH	1.5	1.6	1.3	0.1	-0.3
GRADE 8 READING	1.4	1.4	1.2	0.0	-0.2
GRADE 8 MATH	1.6	1.6	1.3	0.0	-0.3
GRADE 8 SCIENCE	1.3	1.4	1.1	0.1	-0.3
ALGEBRA I	1.1	1.1	1.0	0.0	-0.1
ENGLISH I	0.9	0.9	0.9	0.0	0.0
ENGLISH II	0.9	1.0	0.9	0.1	-0.1
BIOLOGY	1.1	1.1	1.0	0.0	-0.1

- B. A state must provide state-level data, from the current or previous year, to show the number and percentage of students in each subgroup of students who took an alternate assessment.** Texas' state-level data from 2020–2021 shows the number and percentage of students in each subgroup who took an alternate assessment by content area in grades 3–8 and high school.

**TABLE 3. 2020–2021 PARTICIPATION IN STAAR ALTERNATE 2 BY STUDENT GROUPS (GRADES 3–8 AND HIGH SCHOOL)**

<b>CONTENT AREA</b>	<b>SUBGROUP</b>	<b>NUMBER ASSESSED WITH ALTERNATE ASSESSMENT</b>	<b>PERCENTAGE ASSESSED WITH ALTERNATE ASSESSMENT</b>
<b>MATH</b>	African American	6,109	1.72%
	Hispanic	18,215	1.25%
	White	7,993	1.13%
	American Indian	137	1.61%
	Two or More Races	843	1.19%
	Asian	1,112	0.91%
	Pacific Islander	51	1.17%
	Economically Disadvantaged	24,631	1.49%
	English Learner	5,357	0.88%
	<b>READING/ELA</b>	African American	6,880
Hispanic		21,868	1.18%
White		9,140	1.05%
American Indian		160	1.51%
Two or More Races		929	1.10%
Asian		1,364	0.86%
Pacific Islander		60	1.11%
Economically Disadvantaged		28,847	1.41%
English Learner		7,464	0.96%
<b>SCIENCE</b>		African American	2,660
	Hispanic	7,541	1.12%
	White	3,422	1.04%
	American Indian	67	1.68%
	Two or More Races	333	1.06%
	Asian	430	0.75%
	Pacific Islander	17	0.85%
	Economically Disadvantaged	10,177	1.36%
	English Learner	1,854	0.74%

- C. A state must provide state-level data, from the current or previous year, to show the state has measured the achievement of at least 95 percent of all students and students with disabilities enrolled in the grades for which the AA-AAAS is required.

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

**TABLE 4. 2020–2021 PARTICIPATION RATE OF STUDENTS WITH DISABILITIES  
(GRADES 3–8 AND HIGH SCHOOL)**

CONTENT AREA	ALL STUDENTS IN SPECIAL EDUCATION	ALL STUDENTS IN SPECIAL EDUCATION ASSESSED	PERCENTAGE ASSESSED
MATHEMATICS	348,304	298,820	85.79%
READING/ELA	409,921	354,186	86.40%
SCIENCE	145,615	123,749	84.98%

Due to the impact of the COVID-19 pandemic, statewide participation in measuring achievement of all students fell below the federal requirement of 95 percent in 2021. The percentage of students with disabilities assessed also fell. The data in Tables 4 and 5 suggests that the challenges of offering a secure, proctored administration of the statewide assessments affected all students.

**TABLE 5. 2020–2021 PARTICIPATION RATE OF ALL STUDENTS  
(GRADES 3–8 AND HIGH SCHOOL)**

CONTENT AREA	ALL STUDENTS	ALL STUDENTS ASSESSED	PERCENTAGE ASSESSED
MATHEMATICS	2,731,920	2,401,812	87.92%
READING/ELA	3,420,254	3,029,710	88.58%
SCIENCE	1,263,762	1,106,483	87.55%

**3. In accordance with §200.6(c)(4)(iii):**

**A. Assurances that Districts Followed State Guidelines**

In November 2021, TEA gathered STAAR Alternate 2 Assurances and Justification documents from 682 LEAs that exceeded the 1.0 percent participation rate. Each response includes acknowledgement of assurances of state guidelines that were implemented and an explanation for why participation rates exceeded 1.0 percent. The superintendent or chief administrative officer for each LEA acknowledged the following statements:

- Your district or charter school implements clear and appropriate guidelines, consistent with the STAAR Alternate 2 Participation Requirements, to use in determining when a student’s significant cognitive disability justifies participation in in this alternate assessment.
- Your district or charter school will address any disproportionality in the percentage of students in any subgroup taking STAAR Alternate 2.
- Parents are informed when their student will be assessed based on alternate achievement standards, including information about the implications of participation in STAAR Alternate 2.
- Students with the most significant cognitive disabilities are included, to the extent possible, in the general curriculum and assessments aligned with that curriculum.
- Your district or charter school disseminates information and promotes the use of

appropriate accommodations to increase the number of students with the most significant cognitive disabilities who are tested against grade-level academic achievement standards.

- General/special education teachers and other appropriate staff are knowledgeable of the administration of assessments, including making appropriate use of accommodations for students with significant cognitive disabilities.

**B. States will address any disproportionality in the percentage of students in any subgroup taking an alternate assessment.**

The agency reviewed assessment data from the 2020–2021 school year. (Statewide data can be found in Appendix II.) The disproportionality analysis followed Evans and Domaleski’s brief (2019) recommendations to answer the following questions:

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

TEA investigated these questions from two different perspectives:

1. Are similar proportions of focal group and non-focal group students participating in STAAR Alternate 2?
2. Are there similar proportions of focal group students participating in STAAR Alternate 2 and the general assessment, STAAR?

The baselines of the expected proportions are non-focal group STAAR Alternate 2 participation rates and focal group STAAR participation rates for perspective 1 and 2, respectively.

For both perspectives, TEA first calculated the participation rate for each focal group of students then quantified the difference between the observed participation rate and the expected participation rate using: (i) difference in proportions and (ii) risk ratios. TEA uses the threshold risk ratio value of 2.0 for decision making.

The list of focal groups of students includes:

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

ii. Male

Perspective 1 compares the focal and non-focal groups of students' STAAR Alternate 2 participation rates. Analysis from this perspective assumes that there should be similar proportions of students with significant cognitive disabilities between the focal group and the non-focal group of students. For example: Risk Ratio =  $0.98/0.86 = 1.1421$ . A risk ratio of 1.1421 indicates that "Focal group is 1.1421 times more likely to participate in STAAR Alternate 2 than the non-focal group."

Perspective 2 compares the focal group students' STAAR Alternate 2 participation rates and STAAR participation rates. The assumption of the analysis from this perspective follows the definition of disproportionality in Evans & Domaleski (2019): "Disproportionality exists when there is atypical difference in the proportions of participants from a student group who take the alternate assessment in comparison to the general assessment". For example: Risk Ratio =  $32.89/30.00 = 1.0963$ . A risk ratio of 1.0963 indicates that "Focal group is 1.0963 times more likely to participate in STAAR Alternate 2 than in STAAR."

Spring 2021 Texas state assessments were administered only to students in secure, LEA-designated testing environments due to the COVID-19 pandemic; therefore, the risk ratios need to be interpreted with caution. Based on the analyses from both perspectives, the risk ratios are mostly less than 2.0. The risk ratios for African American students in all subjects range from 1.3 to 1.6 indicating that this group of students is 1.3 to 1.6 times more likely to participate in the alternate assessment. Male students and economically disadvantaged students were relatively more likely to be identified to participate in the spring 2021 STAAR Alternate 2 assessment. The risk ratios for American Indian students and Pacific Islander students in certain subjects are greater than 1.5. However, these numbers need to be interpreted with caution due to the uncertainty associated with very small population sizes (less than 30). In contrast, English learner students and female students were less likely to be identified to participate in STAAR Alternate 2.

Actions that TEA will take based on disproportionality data are identified and detailed in the following section.

**4. In accordance with §200.6(c)(4)(iv): Plan and Timeline**

The plan below outlines guidance on the implementation of Texas' participation requirements, the oversight method to monitor and regularly evaluate each LEA exceeding the 1.0 percent participation rate, and the plan to address disproportionality in the percentage of students taking STAAR Alternate 2.

**TABLE 6. STAAR ALTERNATE 2 GUIDANCE PLAN**

PHASE	TARGET AUDIENCE	ACTION
<b>PHASE ONE</b>	<ul style="list-style-type: none"> <li>• REGION TESTING COORDINATORS</li> <li>• PARENTS</li> </ul>	<ul style="list-style-type: none"> <li>• FACE TO FACE TRAINING, COMPLETED JANUARY 2019</li> <li>• RELEASE OF STATE RESOURCES, COMPLETED MARCH 2019</li> <li>• ANNUAL PARTICIPATION DATA TO LEAs EXCEEDING 1.0%, ONGOING ANNUALLY</li> </ul>
<b>PHASE TWO</b>	<ul style="list-style-type: none"> <li>• SPECIAL EDUCATION DIRECTORS</li> <li>• DISTRICT TESTING COORDINATORS</li> </ul>	<ul style="list-style-type: none"> <li>• TECHNICAL ASSISTANCE THROUGH ESCs, ONGOING</li> <li>• PARTICIPATION DATA INCLUDED IN RESULTS DRIVEN ACCOUNTABILITY DATA SYSTEM, COMPLETED NOVEMBER 2021</li> </ul>
<b>PHASE THREE</b>	<ul style="list-style-type: none"> <li>• CLASSROOM TEACHERS</li> <li>• CAMPUS SUPPORT STAFF</li> <li>• CAMPUS ADMINISTRATORS</li> <li>• PARENTS</li> </ul>	<ul style="list-style-type: none"> <li>• ONLINE TRAINING MODULE: STAAR ALTERNATE 2 ELIGIBILITY, COMPLETED DECEMBER 2020</li> <li>• DATA BASED REVISIONS/ADDITIONS TO ELIGIBILITY MODULE, MAY INCLUDE ADDITIONAL CASE STUDY PRACTICE, ONGOING</li> <li>• ONLINE TRAINING MODULE: STAAR ALTERNATE 2 OVERVIEW, COMPLETED DECEMBER 2020</li> <li>• ONLINE TRAINING MODULE: STAAR ALTERNATE 2 OVERVIEW FOR PARENTS, COMPLETED DECEMBER 2021</li> </ul>

TEA has provided guidance to the state’s assessment stakeholders using a three-phased approach. Phase one consists of delivering agency prepared participation data annually to all LEAs exceeding the 1.0 percent participation rate. In the initial phase of this plan, TEA provided face-to-face foundational training to district testing coordinators and regional testing coordinators at each of the 20 education service centers (ESCs) throughout the state.

Additional phase one resources available to all Texas LEAs exceeding the 1.0 percent threshold include:

- [STAAR Alternate 2 Resources webpage](#)
- [STAAR Alternate 2 Companion Document \(English\)](#)
- [STAAR Alternate 2 Companion Document \(Spanish\)](#)
- [STAAR Alternate 2 for Families](#) Information

Phase two of the plan directly impacts special education directors and district testing coordinators. With the assistance of regional ESC specialists across the state, direct technical support is being

provided to LEAs whose data shows increases in STAAR Alternate 2 participation rates for two years in a row or unusually high participation rates. TEA collaborated with staff from the ESCs in several face-to-face and virtual meetings to develop a direct technical assistance plan. ESC staff were presented with data for each LEA in their region and then asked to complete a report describing (a) the technical assistance that had already been provided to each of the LEAs and (b) their plan to deliver technical assistance to each targeted LEA for the 2020–2021 school year.

Complicating factors due to COVID-19 prohibited ESC specialists from providing in person technical assistance to districts; however, innovative practices were observed as initial approaches were adjusted and some technical assistance was still provided to LEAs. ESC staff received updated participation data in November 2021 to evaluate whether the technical assistance affected participation rates. ESC staff will adjust technical assistance plans accordingly.

Another component of phase two pertains to a collaboration between TEA’s Student Assessment Division and Department of Review and Support. Review and Support conducts oversight and monitoring and provides support to LEAs. As of November 2021, Results Driven Accountability (RDA) indicators include an additional set of data that will make STAAR Alternate 2 participation information more accessible to LEAs. The data that is now on each LEA’s dashboard also includes disproportionality data.

Phase three of our plan directly impacts the classroom teacher and members of the ARD committee. TEA published online training modules that are now available to teachers, campus support staff, and campus administrators. The first training module focuses on how to use the STAAR Alternate 2 participation requirements to make state testing decisions and includes case studies. Each of the four sections in the module is followed by a quiz. Quiz results will be used by TEA to determine the effectiveness of each module and revisions that may need to be made in the future. The STAAR Alternate 2 Overview module is the second online module created by TEA. This module focuses on the unique characteristics of STAAR Alternate 2. The STAAR Alternate 2 Overview training module has also been adapted for parents and will be made available December 2021.

The following timeline outlines the milestones and actionable steps that bring TEA closer to meeting our overall goal of only assessing students with significant cognitive disabilities with an alternate assessment.

**TABLE 7. ACTIONS**

<b>2020–2021 Timeline</b>	
<b>September 2021</b>	<b>Review and analyze of spring 2021 assessment data</b>
<b>September 2021</b>	<b>Training for regional district testing coordinators and regional special education specialists</b>
<b>August 2021– August 2022</b>	<b>Bi-monthly meetings with statewide leadership network to plan technical assistance for districts over 1.0 percent participation rate and get stakeholder input on future plans</b>
<b>October 2021</b>	<b>LEAs with participation rates exceeding 1.0 percent were sent unique district participation data and notified to complete STAAR Alternate 2 Assurances/Justification information</b>
<b>October 2021</b>	<b>Region testing coordinators were sent LEA participation data for school districts/charter schools exceeding the 1.0 percent participation rate</b>
<b>November 2020– November 2021</b>	<b>Collaborative project to make district data available in Results Driven Accountability portal</b>
<b>December 2021</b>	<b>Submit 1.0 percent waiver to USDE</b>
<b>December 2021</b>	<b>Release STAAR Alternate 2 Overview module for parents</b>
<b>January 2022</b>	<b>Release to the public “STAAR Alternate 2 Beginning, During, and After” 4-hour course, includes section on ARD committee procedures for determining eligibility, collaborative between TEA and statewide leadership network</b>
<b>March 28– April 29, 2022</b>	<b>Testing window for STAAR Alternate 2</b>
<b>August 2022</b>	<b>Communication to the field regarding disproportionality in local STAAR Alternate 2 participation data</b>

# Appendix I:

## Texas 95 Percent Participation Waiver Request

### Texas' Need for a Waiver

The Texas Education Agency (TEA) is requesting a waiver from select statutes and regulations relating to the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA).

Due to the impact of COVID-19 on the 2020–2021 administration of the statewide assessment, State of Texas Assessments of Academic Readiness (STAAR®), Texas is seeking a one-year waiver of the requirement under Section 1111(c)(4)(E) to annually measure the achievement on STAAR of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools. Texas will administer STAAR during the 2021–2022 school year to the extent possible under pandemic conditions that may exist for each local educational agency (LEA). Texas is unable to offer a secure, proctored, remote administration of STAAR for students who are unable to be assessed at a designated LEA testing site.

Texas is seeking this waiver in order to be eligible for a 2021–2022 1.0 percent AA-AAAS waiver. To be eligible for the 1.0 percent AA-AAAS waiver, Texas must have assessed at least 95 percent of all students enrolled and 95 percent of students with disabilities in the previous year. However, due to COVID-related testing disruptions, the state did not meet the 95 percent requirements in 2020–2021 and received a waiver for 95 percent participation for 2020–2021. Therefore, for the 2021–2022 school year only, Texas is requesting a waiver of the 95 percent participation rate requirement found in 34 CFR 200.6(c)(4)(ii)(B). Texas is providing its 2018–2019 participation rates along with all the other information necessary for a waiver of the 1.0 percent AA-AAAS requirement as has been advised by the U.S. Department of Education (USDE).

### Waiver Request Plan

State educational agencies seeking a waiver are required to include a plan addressing the requirements of section 8401(b) of ESSA. TEA has addressed each of these requirements below.

### Federal Programs Affected by the Requested Waiver—ESEA, §8401(b)(1)(A)

The approval of this waiver by the USDE would affect Title I, Part A, Subpart 1—Basic Program Requirements. Section 1111(c)(4)(E) requires the state to “[a]nnually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments” and “[f]or the purpose of measuring, calculating, and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of—(I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or (II) the number of students participating in the assessments.”

Approval of this waiver would align the evaluation for all LEAs and schools to assessment outcomes for those students who were able to be assessed at a LEA testing site. Adjustments would not be made to the Academic Achievement indicator if an LEA or campus does not meet the 95 percent participation rate threshold. TEA has not identified any negative consequences to the state’s assessment and accountability systems or to students and educators that would result from the approval of this one-year requested programmatic change.

### Federal Statutory or Regulatory Requirements to be Waived—ESEA, §8401(b)(1)(B)

Texas is requesting a one-year waiver of the accountability requirements in section 1111(c)(4)(E). Section 1111(c)(4)(E)(i) requires the state to annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are

enrolled in public schools on the assessments.

Section 1111(c)(4)(E)(ii) of ESSA requires for the purpose of measuring, calculating, and reporting on the Academic Achievement indicator described in Section 1111(b)(4)(B)(i), include in the denominator the greater of—(I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or (II) the number of students participating in the assessments.

Section 1111(c)(4)(E)(iii) of ESSA requires the state provide a clear and understandable explanation of how the state will factor the requirement of Section 1111(c)(4)(E)(ii) into the statewide accountability system.

The approval of this waiver would not exempt any LEA or campus from the annual assessment requirement. However, it would align the accountability calculations used in 2021–2022 for all LEAs and campuses to assessment outcomes for those students who were able to be assessed at a LEA testing site and would support the state’s prioritization of student and public health in the face of the COVID-19 pandemic.

In requesting this one-year waiver to the consolidated state plan, TEA will waive the measuring, calculating, and reporting requirements above to all LEAs and campuses affected by this waiver. Texas will apply the requirements under Section 1111(c)(4)(E) of ESSA to all LEAs and campuses again beginning with the 2022–2023 school year.

#### **Advancing Student Achievement—ESEA, §8401(b)(1)(C)**

The approval of this waiver would support the state’s prioritization of student and public health in the face of the COVID-19 pandemic. It would allow the state to provide LEAs with valuable assessment data without penalty for students who were unable to test due to pandemic conditions.

#### **Monitoring and Evaluation of Implementation Effectiveness—ESEA, §8401(b)(1)(D)**

TEA will monitor the 2021–2022 assessment participation rates for LEAs and campuses. The data analyzed may include an analysis of assessment participation rates compared with attendance records reporting in-person and virtual instruction, impact of COVID-19 on school operations, and school closures due to COVID-19.

#### **Continuation of Assistance to Student Populations—ESEA, §8401(b)(1)(F)**

TEA will provide support to schools to ensure all students are provided the opportunity to be prepared for postsecondary success. Data and accountability determinations, such as available STAAR outcomes, graduation rates, annual dropout rates, and College, Career, and Military Readiness outcomes, will continue to be reported to parents and stakeholders as available.

#### **Impact on Academic Standards, Assessments, and Reporting—ESEA, §8401(b)(1)(F)**

The proposed waiver would have an impact on the reporting of assessment data for student subgroups identified in section 1111(c)(4)(E) for the 2021–2022 school year. In order to provide transparent data to all stakeholders, TEA will analyze and report data, including an analysis of assessment participation rates compared with attendance records reporting in-person and virtual instruction, impact of COVID-19 on school operations, and school closures due to COVID-19.

#### **Public Comment and Feedback—ESEA, §8401(b)(3)(A)(i)–(iii)**

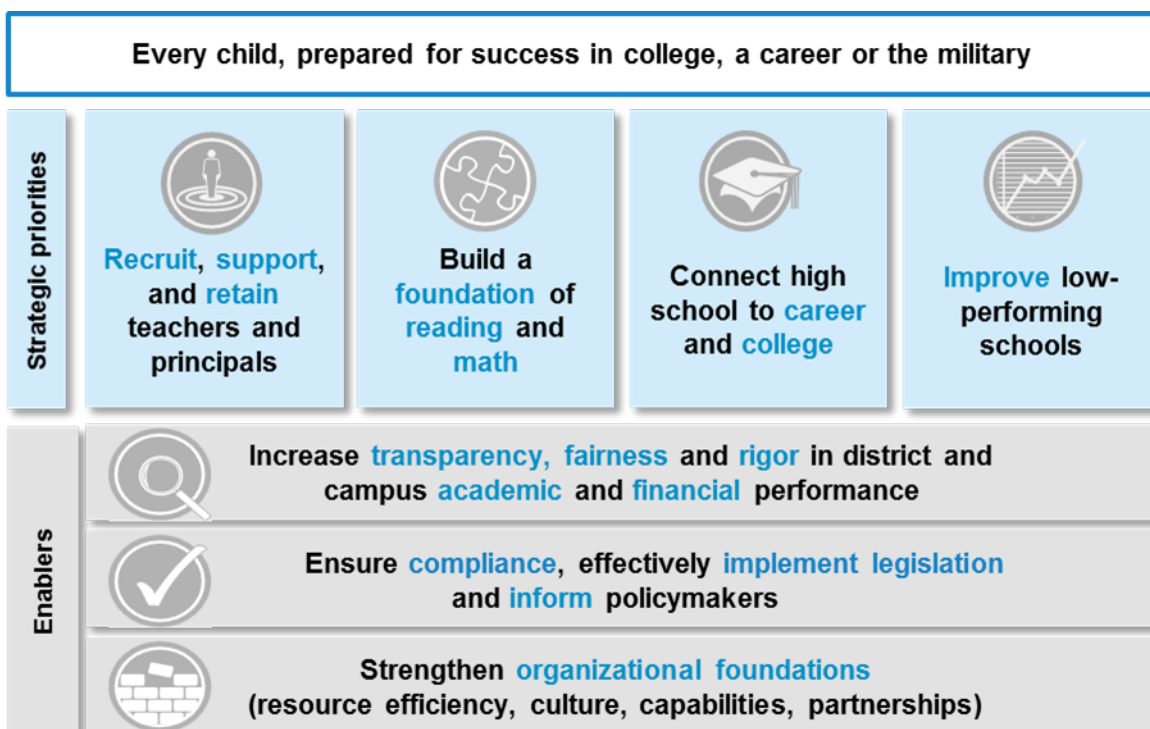
LEAs and the public received reasonable opportunity to provide feedback prior to the submission of this waiver request. Public comment was open for 15 days, from December 10, 2021, to December 24, 2021. A description of TEA’s intent to submit the waiver, along with the waiver request was posted to the STAAR Alternate 2 webpage and sent to each LEA.

## Duration and Extension of Waiver—ESEA, §8401(d)(1) and (2)

TEA is requesting this waiver be approved for one year, which will include the 2021–2022 school year.

### TEA Strategic Priorities

TEA’s comprehensive strategic plan outlines the agency’s transformative effort to improve alignment, focus, and performance in service of strengthening academic outcomes for over five million students in public schools across Texas. TEA will improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems. These priorities and enablers serve as the foundation for all efforts at TEA, including the implementation of ESSA. The granting of this waiver will provide more effective support to better assist LEAs in improving student outcomes during the COVID-19 pandemic.



## Appendix II

### 2020–2021 Assessment Data

#### Texas State-level Alternate 2 Participation Rates 2020–2021 School Year

Description	Number	Percent
Alternate 2 Tests, All Students Mathematics Numerator	34,805	1.3%
All Students, STAAR Mathematics Denominator	2,731,920	
Alternate 2 Tests, All Students Reading/ELA Numerator	40,787	1.2%
All Students, STAAR Reading/ELA Denominator	3,420,254	
Alternate 2 Tests, All Students Science Numerator	14,582	1.2%
All Students, STAAR Science Denominator	1,263,762	

**Texas State-level Alternate 2 Participation Rates  
2020–2021 School Year**

<b>Description</b>	<b>Number</b>	<b>Percent</b>
Alternate 2 Tests, All Students, EOC Algebra I Numerator	4,680	1.0%
All Students, EOC Algebra I Denominator	459,131	
Alternate 2 Tests, All Students, EOC Biology Numerator	4,605	1.0%
All Students, EOC Biology Denominator	455,857	
Alternate 2 Tests, All Students, EOC English I Numerator	4,756	0.9%
All Students, EOC English I Denominator	501,662	
Alternate 2 Tests, All Students, EOC English II Numerator	4,857	0.9%
All Students, EOC English II Denominator	511,341	
Alternate 2 Tests, Grade 3, All Students, STAAR Mathematics Numerator	5,120	1.3%
Grade 3, All Students, STAAR Mathematics Denominator	380,840	
Alternate 2 Tests, Grade 3, All Students, STAAR Reading/ELA Numerator	5,289	1.4%
Grade 3, All Students, STAAR Reading/ELA Denominator	381,992	
Alternate 2 Tests, Grade 4, All Students, STAAR Mathematics Numerator	5,178	1.3%
Grade 4, All Students, STAAR Mathematics Denominator	384,173	
Alternate 2 Tests, Grade 4, All Students, STAAR Reading/ELA Numerator	5,358	1.4%
Grade 4, All Students, STAAR Reading/ELA Denominator	385,584	
Alternate 2 Tests, Grade 5, All Students, STAAR Mathematics Numerator	5,289	1.3%
Grade 5, All Students, STAAR Mathematics Denominator	393,333	
Alternate 2 Tests, Grade 5, All Students, STAAR Reading/ELA Numerator	5,472	1.4%
Grade 5, All Students, STAAR Reading/ELA Denominator	395,802	
Alternate 2 Tests, Grade 5, All Students, STAAR Science Numerator	5,280	1.3%
Grade 5, All Students, STAAR Science Denominator	394,113	
Alternate 2 Tests, Grade 6, All Students, STAAR Mathematics Numerator	5,070	1.3%
Grade 6, All Students, STAAR Mathematics Denominator	404,200	
Alternate 2 Tests, Grade 6, All Students, STAAR Reading/ELA Numerator	5,275	1.3%
Grade 6, All Students, STAAR Reading/ELA Denominator	411,733	
Alternate 2 Tests, Grade 7, All Students, STAAR Mathematics Numerator	4,758	1.3%
Grade 7, All Students, STAAR Mathematics Denominator	355,534	
Alternate 2 Tests, Grade 7, All Students, STAAR Reading/ELA Numerator	4,922	1.2%
Grade 7, All Students, STAAR Reading/ELA Denominator	416,401	
Alternate 2 Tests, Grade 8, All Students, STAAR Mathematics Numerator	4,710	1.3%
Grade 8, All Students, STAAR Mathematics Denominator	354,709	
Alternate 2 Tests, Grade 8, All Students, STAAR Reading/ELA Numerator	4,858	1.2%
Grade 8, All Students, STAAR Reading/ELA Denominator	415,739	
Alternate 2 Tests, Grade 8, All Students, STAAR Science Numerator	4,697	1.1%
Grade 8, All Students, STAAR Science Denominator	413,792	
Alternate 2 Tests, African American Students, EOC Algebra I Numerator	885	

African American Students, EOC Algebra I Denominator	61,251	1.4%
Alternate 2 Tests, African American Students, EOC Biology Numerator	880	1.5%
African American Students, EOC Biology Denominator	60,427	
Alternate 2 Tests, African American Students, EOC English I Numerator	887	1.3%
African American Students, EOC English I Denominator	68,049	
Alternate 2 Tests, African American Students, EOC English II Numerator	751	1.2%
African American Students, EOC English II Denominator	61,406	
Alternate 2 Tests, Grade 3, African American Students, STAAR Mathematics Numerator	846	1.8%
Grade 3, African American Students, STAAR Mathematics Denominator	47,558	
Alternate 2 Tests, Grade 3, African American Students, STAAR Reading/ELA Numerator	850	1.8%
Grade 3, African American Students, STAAR Reading/ELA Denominator	47,545	
Alternate 2 Tests, Grade 4, African American Students, STAAR Mathematics Numerator	862	1.8%
Grade 4, African American Students, STAAR Mathematics Denominator	48,612	
Alternate 2 Tests, Grade 4, African American Students, STAAR Reading/ELA Numerator	864	1.8%
Grade 4, African American Students, STAAR Reading/ELA Denominator	48,642	
Alternate 2 Tests, Grade 5, African American Students, STAAR Mathematics Numerator	942	1.9%
Grade 5, African American Students, STAAR Mathematics Denominator	49,833	
Alternate 2 Tests, Grade 5, African American Students, STAAR Reading/ELA Numerator	946	1.9%
Grade 5, African American Students, STAAR Reading/ELA Denominator	49,949	
Alternate 2 Tests, Grade 5, African American Students, STAAR Science Numerator	939	1.9%
Grade 5, African American Students, STAAR Science Denominator	49,810	
Alternate 2 Tests, Grade 6, African American Students, STAAR Mathematics Numerator	893	1.7%
Grade 6, African American Students, STAAR Mathematics Denominator	52,097	
Alternate 2 Tests, Grade 6, African American Students, STAAR Reading/ELA Numerator	897	1.7%
Grade 6, African American Students, STAAR Reading/ELA Denominator	52,225	
Alternate 2 Tests, Grade 7, African American Students, STAAR Mathematics Numerator	836	1.8%
Grade 7, African American Students, STAAR Mathematics Denominator	47,148	
Alternate 2 Tests, Grade 7, African American Students, STAAR Reading/ELA Numerator	840	1.6%
Grade 7, African American Students, STAAR Reading/ELA Denominator	52,666	
Alternate 2 Tests, Grade 8, African American Students, STAAR Mathematics Numerator	845	1.7%
Grade 8, African American Students, STAAR Mathematics Denominator	48,298	

Alternate 2 Tests, Grade 8, African American Students, STAAR Reading/ELA Numerator	845	1.6%
Grade 8, African American Students, STAAR Reading/ELA Denominator	52,757	
Alternate 2 Tests, Grade 8, African American Students, STAAR Science Numerator	841	1.6%
Grade 8, African American Students, STAAR Science Denominator	53,391	
Alternate 2 Tests, Hispanic Students, EOC Algebra I Numerator	2,366	1.0%
Hispanic Students, EOC Algebra I Denominator	247,466	
Alternate 2 Tests, Hispanic Students, EOC Biology Numerator	2,316	0.9%
Hispanic Students, EOC Biology Denominator	247,513	
Alternate 2 Tests, Hispanic Students, EOC English I Numerator	2,460	0.9%
Hispanic Students, EOC English I Denominator	279,114	
Alternate 2 Tests, Hispanic Students, EOC English II Numerator	2,668	0.9%
Hispanic Students, EOC English II Denominator	296,662	
Alternate 2 Tests, Grade 3, Hispanic Students, STAAR Mathematics Numerator	2,760	1.4%
Grade 3, Hispanic Students, STAAR Mathematics Denominator	199,046	
Alternate 2 Tests, Grade 3, Hispanic Students, STAAR Reading/ELA Numerator	2,897	1.4%
Grade 3, Hispanic Students, STAAR Reading/ELA Denominator	199,868	
Alternate 2 Tests, Grade 4, Hispanic Students, STAAR Mathematics Numerator	2,797	1.4%
Grade 4, Hispanic Students, STAAR Mathematics Denominator	202,043	
Alternate 2 Tests, Grade 4, Hispanic Students, STAAR Reading/ELA Numerator	2,944	1.5%
Grade 4, Hispanic Students, STAAR Reading/ELA Denominator	202,915	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Mathematics Numerator	2,837	1.4%
Grade 5, Hispanic Students, STAAR Mathematics Denominator	207,763	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Reading/ELA Numerator	2,989	1.4%
Grade 5, Hispanic Students, STAAR Reading/ELA Denominator	208,948	
Alternate 2 Tests, Grade 5, Hispanic Students, STAAR Science Numerator	2,836	1.4%
Grade 5, Hispanic Students, STAAR Science Denominator	207,759	
Alternate 2 Tests, Grade 6, Hispanic Students, STAAR Mathematics Numerator	2,595	1.2%
Grade 6, Hispanic Students, STAAR Mathematics Denominator	216,397	
Alternate 2 Tests, Grade 6, Hispanic Students, STAAR Reading/ELA Numerator	2,771	1.3%
Grade 6, Hispanic Students, STAAR Reading/ELA Denominator	219,772	
Alternate 2 Tests, Grade 7, Hispanic Students, STAAR Mathematics Numerator	2,465	1.3%
Grade 7, Hispanic Students, STAAR Mathematics Denominator	193,203	
Alternate 2 Tests, Grade 7, Hispanic Students, STAAR Reading/ELA Numerator	2,609	1.2%
Grade 7, Hispanic Students, STAAR Reading/ELA Denominator	222,279	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Mathematics Numerator	2,395	1.2%
Grade 8, Hispanic Students, STAAR Mathematics Denominator	192,014	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Reading/ELA Numerator	2,530	1.1%
Grade 8, Hispanic Students, STAAR Reading/ELA Denominator	221,337	
Alternate 2 Tests, Grade 8, Hispanic Students, STAAR Science Numerator	2,389	

Grade 8, Hispanic Students, STAAR Science Denominator	219,209	1.1%
Alternate 2 Tests, White Students, EOC Algebra I Numerator	1,133	1.0%
White Students, EOC Algebra I Denominator	116,639	
Alternate 2 Tests, White Students, EOC Biology Numerator	1,114	1.0%
White Students, EOC Biology Denominator	114,812	
Alternate 2 Tests, White Students, EOC English I Numerator	1,114	0.9%
White Students, EOC English I Denominator	120,140	
Alternate 2 Tests, White Students, EOC English II Numerator	1,131	1.0%
White Students, EOC English II Denominator	117,270	
Alternate 2 Tests, Grade 3, White Students, STAAR Mathematics Numerator	1,102	1.1%
Grade 3, White Students, STAAR Mathematics Denominator	101,375	
Alternate 2 Tests, Grade 3, White Students, STAAR Reading/ELA Numerator	1,107	1.1%
Grade 3, White Students, STAAR Reading/ELA Denominator	101,469	
Alternate 2 Tests, Grade 4, White Students, STAAR Mathematics Numerator	1,076	1.1%
Grade 4, White Students, STAAR Mathematics Denominator	101,222	
Alternate 2 Tests, Grade 4, White Students, STAAR Reading/ELA Numerator	1,084	1.1%
Grade 4, White Students, STAAR Reading/ELA Denominator	101,498	
Alternate 2 Tests, Grade 5, White Students, STAAR Mathematics Numerator	1,152	1.1%
Grade 5, White Students, STAAR Mathematics Denominator	103,713	
Alternate 2 Tests, Grade 5, White Students, STAAR Reading/ELA Numerator	1,157	1.1%
Grade 5, White Students, STAAR Reading/ELA Denominator	104,342	
Alternate 2 Tests, Grade 5, White Students, STAAR Science Numerator	1,151	1.1%
Grade 5, White Students, STAAR Science Denominator	104,172	
Alternate 2 Tests, Grade 6, White Students, STAAR Mathematics Numerator	1,233	1.2%
Grade 6, White Students, STAAR Mathematics Denominator	105,308	
Alternate 2 Tests, Grade 6, White Students, STAAR Reading/ELA Numerator	1,242	1.2%
Grade 6, White Students, STAAR Reading/ELA Denominator	107,259	
Alternate 2 Tests, Grade 7, White Students, STAAR Mathematics Numerator	1,138	1.3%
Grade 7, White Students, STAAR Mathematics Denominator	89,848	
Alternate 2 Tests, Grade 7, White Students, STAAR Reading/ELA Numerator	1,145	1.1%
Grade 7, White Students, STAAR Reading/ELA Denominator	108,874	
Alternate 2 Tests, Grade 8, White Students, STAAR Mathematics Numerator	1,159	1.3%
Grade 8, White Students, STAAR Mathematics Denominator	90,636	
Alternate 2 Tests, Grade 8, White Students, STAAR Reading/ELA Numerator	1,160	1.1%
Grade 8, White Students, STAAR Reading/ELA Denominator	109,784	
Alternate 2 Tests, Grade 8, White Students, STAAR Science Numerator	1,157	1.1%
Grade 8, White Students, STAAR Science Denominator	109,806	
Alternate 2 Tests, American Indian Students, EOC Algebra I Numerator	26	1.8%
American Indian Students, EOC Algebra I Denominator	1,452	
Alternate 2 Tests, American Indian Students, EOC Biology Numerator	27	1.9%
American Indian Students, EOC Biology Denominator	1,456	

Alternate 2 Tests, American Indian Students, EOC English I Numerator	26	1.6%
American Indian Students, EOC English I Denominator	1,599	
Alternate 2 Tests, American Indian Students, EOC English II Numerator	18	1.2%
American Indian Students, EOC English II Denominator	1,540	
Alternate 2 Tests, Grade 3, American Indian Students, STAAR Mathematics Numerator	12	1.1%
Grade 3, American Indian Students, STAAR Mathematics Denominator	1,126	
Alternate 2 Tests, Grade 3, American Indian Students, STAAR Reading/ELA Numerator	13	1.2%
Grade 3, American Indian Students, STAAR Reading/ELA Denominator	1,130	
Alternate 2 Tests, Grade 4, American Indian Students, STAAR Mathematics Numerator	23	2.0%
Grade 4, American Indian Students, STAAR Mathematics Denominator	1,165	
Alternate 2 Tests, Grade 4, American Indian Students, STAAR Reading/ELA Numerator	25	2.1%
Grade 4, American Indian Students, STAAR Reading/ELA Denominator	1,164	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Mathematics Numerator	12	1.0%
Grade 5, American Indian Students, STAAR Mathematics Denominator	1,229	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Reading/ELA Numerator	14	1.1%
Grade 5, American Indian Students, STAAR Reading/ELA Denominator	1,237	
Alternate 2 Tests, Grade 5, American Indian Students, STAAR Science Numerator	11	0.9%
Grade 5, American Indian Students, STAAR Science Denominator	1,227	
Alternate 2 Tests, Grade 6, American Indian Students, STAAR Mathematics Numerator	26	2.0%
Grade 6, American Indian Students, STAAR Mathematics Denominator	1,288	
Alternate 2 Tests, Grade 6, American Indian Students, STAAR Reading/ELA Numerator	25	1.9%
Grade 6, American Indian Students, STAAR Reading/ELA Denominator	1,314	
Alternate 2 Tests, Grade 7, American Indian Students, STAAR Mathematics Numerator		
Grade 7, American Indian Students, STAAR Mathematics Denominator	1,131	
Alternate 2 Tests, Grade 7, American Indian Students, STAAR Reading/ELA Numerator	10	0.8%
Grade 7, American Indian Students, STAAR Reading/ELA Denominator	1,284	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Mathematics Numerator	29	2.6%
Grade 8, American Indian Students, STAAR Mathematics Denominator	1,134	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Reading/ELA Numerator	29	2.2%
Grade 8, American Indian Students, STAAR Reading/ELA Denominator	1,309	
Alternate 2 Tests, Grade 8, American Indian Students, STAAR Science Numerator	29	

Grade 8, American Indian Students, STAAR Science Denominator	1,314	2.2%
Alternate 2 Tests, Two or More Races Students, EOC Algebra I Numerator	86	0.8%
Two or More Races Students, EOC Algebra I Denominator	10,892	
Alternate 2 Tests, Two or More Races Students, EOC Biology Numerator	89	0.9%
Two or More Races Students, EOC Biology Denominator	10,424	
Alternate 2 Tests, Two or More Races Students, EOC English I Numerator	84	0.8%
Two or More Races Students, EOC English I Denominator	11,027	
Alternate 2 Tests, Two or More Races Students, EOC English II Numerator	85	0.8%
Two or More Races Students, EOC English II Denominator	10,224	
Alternate 2 Tests, Grade 3, Two or More Races Students, STAAR Mathematics Numerator	141	1.3%
Grade 3, Two or More Races Students, STAAR Mathematics Denominator	10,638	
Alternate 2 Tests, Grade 3, Two or More Races Students, STAAR Reading/ELA Numerator	142	1.3%
Grade 3, Two or More Races Students, STAAR Reading/ELA Denominator	10,646	
Alternate 2 Tests, Grade 4, Two or More Races Students, STAAR Mathematics Numerator	143	1.3%
Grade 4, Two or More Races Students, STAAR Mathematics Denominator	10,734	
Alternate 2 Tests, Grade 4, Two or More Races Students, STAAR Reading/ELA Numerator	145	1.3%
Grade 4, Two or More Races Students, STAAR Reading/ELA Denominator	10,761	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Mathematics Numerator	128	1.2%
Grade 5, Two or More Races Students, STAAR Mathematics Denominator	10,577	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Reading/ELA Numerator	128	1.2%
Grade 5, Two or More Races Students, STAAR Reading/ELA Denominator	10,623	
Alternate 2 Tests, Grade 5, Two or More Races Students, STAAR Science Numerator	128	1.2%
Grade 5, Two or More Races Students, STAAR Science Denominator	10,611	
Alternate 2 Tests, Grade 6, Two or More Races Students, STAAR Mathematics Numerator	119	1.1%
Grade 6, Two or More Races Students, STAAR Mathematics Denominator	10,403	
Alternate 2 Tests, Grade 6, Two or More Races Students, STAAR Reading/ELA Numerator	119	1.1%
Grade 6, Two or More Races Students, STAAR Reading/ELA Denominator	10,595	
Alternate 2 Tests, Grade 7, Two or More Races Students, STAAR Mathematics Numerator	110	1.2%
Grade 7, Two or More Races Students, STAAR Mathematics Denominator	8,843	
Alternate 2 Tests, Grade 7, Two or More Races Students, STAAR Reading/ELA Numerator	110	1.0%
Grade 7, Two or More Races Students, STAAR Reading/ELA Denominator	10,604	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Mathematics	116	

Numerator		1.3%
Grade 8, Two or More Races Students, STAAR Mathematics Denominator	8,739	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Reading/ELA Numerator	116	1.1%
Grade 8, Two or More Races Students, STAAR Reading/ELA Denominator	10,351	
Alternate 2 Tests, Grade 8, Two or More Races Students, STAAR Science Numerator	116	1.1%
Grade 8, Two or More Races Students, STAAR Science Denominator	10,348	
Alternate 2 Tests, Asian Students, EOC Algebra I Numerator	145	0.7%
Asian Students, EOC Algebra I Denominator	19,981	
Alternate 2 Tests, Asian Students, EOC Biology Numerator	143	0.7%
Asian Students, EOC Biology Denominator	19,753	
Alternate 2 Tests, Asian Students, EOC English I Numerator	144	0.7%
Asian Students, EOC English I Denominator	20,072	
Alternate 2 Tests, Asian Students, EOC English II Numerator	169	0.8%
Asian Students, EOC English II Denominator	22,501	
Alternate 2 Tests, Grade 3, Asian Students, STAAR Mathematics Numerator	177	0.9%
Grade 3, Asian Students, STAAR Mathematics Denominator	19,546	
Alternate 2 Tests, Grade 3, Asian Students, STAAR Reading/ELA Numerator	198	1.0%
Grade 3, Asian Students, STAAR Reading/ELA Denominator	19,695	
Alternate 2 Tests, Grade 4, Asian Students, STAAR Mathematics Numerator	201	1.1%
Grade 4, Asian Students, STAAR Mathematics Denominator	18,965	
Alternate 2 Tests, Grade 4, Asian Students, STAAR Reading/ELA Numerator	217	1.1%
Grade 4, Asian Students, STAAR Reading/ELA Denominator	19,125	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Mathematics Numerator	158	0.8%
Grade 5, Asian Students, STAAR Mathematics Denominator	18,834	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Reading/ELA Numerator	176	0.9%
Grade 5, Asian Students, STAAR Reading/ELA Denominator	19,264	
Alternate 2 Tests, Grade 5, Asian Students, STAAR Science Numerator	156	0.8%
Grade 5, Asian Students, STAAR Science Denominator	19,152	
Alternate 2 Tests, Grade 6, Asian Students, STAAR Mathematics Numerator	145	0.8%
Grade 6, Asian Students, STAAR Mathematics Denominator	17,198	
Alternate 2 Tests, Grade 6, Asian Students, STAAR Reading/ELA Numerator	157	0.8%
Grade 6, Asian Students, STAAR Reading/ELA Denominator	18,949	
Alternate 2 Tests, Grade 7, Asian Students, STAAR Mathematics Numerator	154	1.1%
Grade 7, Asian Students, STAAR Mathematics Denominator	14,217	
Alternate 2 Tests, Grade 7, Asian Students, STAAR Reading/ELA Numerator	161	0.8%
Grade 7, Asian Students, STAAR Reading/ELA Denominator	19,359	
Alternate 2 Tests, Grade 8, Asian Students, STAAR Mathematics Numerator	132	1.0%
Grade 8, Asian Students, STAAR Mathematics Denominator	12,811	
Alternate 2 Tests, Grade 8, Asian Students, STAAR Reading/ELA Numerator	142	

Grade 8, Asian Students, STAAR Reading/ELA Denominator	18,912	0.8%
Alternate 2 Tests, Grade 8, Asian Students, STAAR Science Numerator	131	0.7%
Grade 8, Asian Students, STAAR Science Denominator	18,455	
Alternate 2 Tests, Pacific Islander Students, EOC Algebra I Numerator		1.1%
Pacific Islander Students, EOC Algebra I Denominator	693	
Alternate 2 Tests, Pacific Islander Students, EOC Biology Numerator		0.9%
Pacific Islander Students, EOC Biology Denominator	735	
Alternate 2 Tests, Pacific Islander Students, EOC English I Numerator		1.7%
Pacific Islander Students, EOC English I Denominator	753	
Alternate 2 Tests, Pacific Islander Students, EOC English II Numerator		1.7%
Pacific Islander Students, EOC English II Denominator	783	
Alternate 2 Tests, Grade 3, Pacific Islander Students, STAAR Mathematics Numerator	11	2.5%
Grade 3, Pacific Islander Students, STAAR Mathematics Denominator	650	
Alternate 2 Tests, Grade 3, Pacific Islander Students, STAAR Reading/ELA Numerator	11	2.5%
Grade 3, Pacific Islander Students, STAAR Reading/ELA Denominator	652	
Alternate 2 Tests, Grade 4, Pacific Islander Students, STAAR Mathematics Numerator	16	2.5%
Grade 4, Pacific Islander Students, STAAR Mathematics Denominator	648	
Alternate 2 Tests, Grade 4, Pacific Islander Students, STAAR Reading/ELA Numerator	16	2.5%
Grade 4, Pacific Islander Students, STAAR Reading/ELA Denominator	650	
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Mathematics Numerator		2.5%
Grade 5, Pacific Islander Students, STAAR Mathematics Denominator	642	
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Reading/ELA Numerator		2.5%
Grade 5, Pacific Islander Students, STAAR Reading/ELA Denominator	647	
Alternate 2 Tests, Grade 5, Pacific Islander Students, STAAR Science Numerator		2.5%
Grade 5, Pacific Islander Students, STAAR Science Denominator	642	
Alternate 2 Tests, Grade 6, Pacific Islander Students, STAAR Mathematics Numerator		2.5%
Grade 6, Pacific Islander Students, STAAR Mathematics Denominator	676	
Alternate 2 Tests, Grade 6, Pacific Islander Students, STAAR Reading/ELA Numerator		2.5%
Grade 6, Pacific Islander Students, STAAR Reading/ELA Denominator	682	
Alternate 2 Tests, Grade 7, Pacific Islander Students, STAAR Mathematics Numerator		2.5%
Grade 7, Pacific Islander Students, STAAR Mathematics Denominator	524	
Alternate 2 Tests, Grade 7, Pacific Islander Students, STAAR Reading/ELA Numerator		2.5%
Grade 7, Pacific Islander Students, STAAR Reading/ELA Denominator	611	

Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Mathematics Numerator		
Grade 8, Pacific Islander Students, STAAR Mathematics Denominator	509	
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Reading/ELA Numerator		
Grade 8, Pacific Islander Students, STAAR Reading/ELA Denominator	620	
Alternate 2 Tests, Grade 8, Pacific Islander Students, STAAR Science Numerator		
Grade 8, Pacific Islander Students, STAAR Science Denominator	625	
Alternate 2 Tests, Female Students, EOC Algebra I Numerator	1,578	0.7%
Female Students, EOC Algebra I Denominator	219,383	
Alternate 2 Tests, Female Students, EOC Biology Numerator	1,566	0.7%
Female Students, EOC Biology Denominator	219,889	
Alternate 2 Tests, Female Students, EOC English I Numerator	1,614	0.7%
Female Students, EOC English I Denominator	234,694	
Alternate 2 Tests, Female Students, EOC English II Numerator	1,680	0.7%
Female Students, EOC English II Denominator	243,176	
Alternate 2 Tests, Grade 3, Female Students, STAAR Mathematics Numerator	1,606	0.9%
Grade 3, Female Students, STAAR Mathematics Denominator	185,823	
Alternate 2 Tests, Grade 3, Female Students, STAAR Reading/ELA Numerator	1,654	0.9%
Grade 3, Female Students, STAAR Reading/ELA Denominator	186,326	
Alternate 2 Tests, Grade 4, Female Students, STAAR Mathematics Numerator	1,708	0.9%
Grade 4, Female Students, STAAR Mathematics Denominator	187,592	
Alternate 2 Tests, Grade 4, Female Students, STAAR Reading/ELA Numerator	1,783	0.9%
Grade 4, Female Students, STAAR Reading/ELA Denominator	188,250	
Alternate 2 Tests, Grade 5, Female Students, STAAR Mathematics Numerator	1,832	1.0%
Grade 5, Female Students, STAAR Mathematics Denominator	192,084	
Alternate 2 Tests, Grade 5, Female Students, STAAR Reading/ELA Numerator	1,893	1.0%
Grade 5, Female Students, STAAR Reading/ELA Denominator	193,179	
Alternate 2 Tests, Grade 5, Female Students, STAAR Science Numerator	1,830	1.0%
Grade 5, Female Students, STAAR Science Denominator	192,345	
Alternate 2 Tests, Grade 6, Female Students, STAAR Mathematics Numerator	1,741	0.9%
Grade 6, Female Students, STAAR Mathematics Denominator	197,438	
Alternate 2 Tests, Grade 6, Female Students, STAAR Reading/ELA Numerator	1,821	0.9%
Grade 6, Female Students, STAAR Reading/ELA Denominator	200,882	
Alternate 2 Tests, Grade 7, Female Students, STAAR Mathematics Numerator	1,585	0.9%
Grade 7, Female Students, STAAR Mathematics Denominator	173,160	
Alternate 2 Tests, Grade 7, Female Students, STAAR Reading/ELA Numerator	1,653	0.8%
Grade 7, Female Students, STAAR Reading/ELA Denominator	203,039	
Alternate 2 Tests, Grade 8, Female Students, STAAR Mathematics Numerator	1,620	1.0%
Grade 8, Female Students, STAAR Mathematics Denominator	169,874	
Alternate 2 Tests, Grade 8, Female Students, STAAR Reading/ELA Numerator	1,682	

Grade 8, Female Students, STAAR Reading/ELA Denominator	201,692	0.8%
Alternate 2 Tests, Grade 8, Female Students, STAAR Science Numerator	1,620	0.8%
Grade 8, Female Students, STAAR Science Denominator	201,074	
Alternate 2 Tests, Male Students, EOC Algebra I Numerator	3,102	1.3%
Male Students, EOC Algebra I Denominator	239,746	
Alternate 2 Tests, Male Students, EOC Biology Numerator	3,039	1.3%
Male Students, EOC Biology Denominator	235,966	
Alternate 2 Tests, Male Students, EOC English I Numerator	3,142	1.2%
Male Students, EOC English I Denominator	266,966	
Alternate 2 Tests, Male Students, EOC English II Numerator	3,177	1.2%
Male Students, EOC English II Denominator	268,163	
Alternate 2 Tests, Grade 3, Male Students, STAAR Mathematics Numerator	3,514	1.8%
Grade 3, Male Students, STAAR Mathematics Denominator	194,976	
Alternate 2 Tests, Grade 3, Male Students, STAAR Reading/ELA Numerator	3,635	1.9%
Grade 3, Male Students, STAAR Reading/ELA Denominator	195,625	
Alternate 2 Tests, Grade 4, Male Students, STAAR Mathematics Numerator	3,470	1.8%
Grade 4, Male Students, STAAR Mathematics Denominator	196,559	
Alternate 2 Tests, Grade 4, Male Students, STAAR Reading/ELA Numerator	3,575	1.8%
Grade 4, Male Students, STAAR Reading/ELA Denominator	197,311	
Alternate 2 Tests, Grade 5, Male Students, STAAR Mathematics Numerator	3,457	1.7%
Grade 5, Male Students, STAAR Mathematics Denominator	201,227	
Alternate 2 Tests, Grade 5, Male Students, STAAR Reading/ELA Numerator	3,579	1.8%
Grade 5, Male Students, STAAR Reading/ELA Denominator	202,602	
Alternate 2 Tests, Grade 5, Male Students, STAAR Science Numerator	3,450	1.7%
Grade 5, Male Students, STAAR Science Denominator	201,750	
Alternate 2 Tests, Grade 6, Male Students, STAAR Mathematics Numerator	3,329	1.6%
Grade 6, Male Students, STAAR Mathematics Denominator	206,732	
Alternate 2 Tests, Grade 6, Male Students, STAAR Reading/ELA Numerator	3,454	1.6%
Grade 6, Male Students, STAAR Reading/ELA Denominator	210,822	
Alternate 2 Tests, Grade 7, Male Students, STAAR Mathematics Numerator	3,173	1.7%
Grade 7, Male Students, STAAR Mathematics Denominator	182,350	
Alternate 2 Tests, Grade 7, Male Students, STAAR Reading/ELA Numerator	3,269	1.5%
Grade 7, Male Students, STAAR Reading/ELA Denominator	213,345	
Alternate 2 Tests, Grade 8, Male Students, STAAR Mathematics Numerator	3,090	1.7%
Grade 8, Male Students, STAAR Mathematics Denominator	184,824	
Alternate 2 Tests, Grade 8, Male Students, STAAR Reading/ELA Numerator	3,176	1.5%
Grade 8, Male Students, STAAR Reading/ELA Denominator	214,036	
Alternate 2 Tests, Grade 8, Male Students, STAAR Science Numerator	3,077	1.4%
Grade 8, Male Students, STAAR Science Denominator	212,712	
Alternate 2 Tests, Economically Disadvantaged Students, EOC Algebra I Numerator	3,179	1.2%

Economically Disadvantaged Students, EOC Algebra I Denominator	269,597	
Alternate 2 Tests, Economically Disadvantaged Students, EOC Biology Numerator	3,123	1.2%
Economically Disadvantaged Students, EOC Biology Denominator	265,861	
Alternate 2 Tests, Economically Disadvantaged Students, EOC English I Numerator	3,268	1.1%
Economically Disadvantaged Students, EOC English I Denominator	302,202	
Alternate 2 Tests, Economically Disadvantaged Students, EOC English II Numerator	3,250	1.1%
Economically Disadvantaged Students, EOC English II Denominator	304,612	
Alternate 2 Tests, Grade 3, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,691	1.6%
Grade 3, Economically Disadvantaged Students, STAAR Mathematics Denominator	232,357	
Alternate 2 Tests, Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,821	1.6%
Grade 3, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	233,108	
Alternate 2 Tests, Grade 4, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,694	1.6%
Grade 4, Economically Disadvantaged Students, STAAR Mathematics Denominator	232,905	
Alternate 2 Tests, Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,843	1.6%
Grade 4, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	233,726	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,822	1.6%
Grade 5, Economically Disadvantaged Students, STAAR Mathematics Denominator	238,405	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,968	1.7%
Grade 5, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	239,442	
Alternate 2 Tests, Grade 5, Economically Disadvantaged Students, STAAR Science Numerator	3,817	1.6%
Grade 5, Economically Disadvantaged Students, STAAR Science Denominator	238,163	
Alternate 2 Tests, Grade 6, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,618	1.5%
Grade 6, Economically Disadvantaged Students, STAAR Mathematics Denominator	245,223	
Alternate 2 Tests, Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,793	1.5%
Grade 6, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	248,087	

Alternate 2 Tests, Grade 7, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,382	1.5%
Grade 7, Economically Disadvantaged Students, STAAR Mathematics Denominator	220,570	
Alternate 2 Tests, Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,523	1.4%
Grade 7, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	247,827	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Mathematics Numerator	3,245	1.5%
Grade 8, Economically Disadvantaged Students, STAAR Mathematics Denominator	216,415	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Numerator	3,381	1.4%
Grade 8, Economically Disadvantaged Students, STAAR Reading/ELA Denominator	243,018	
Alternate 2 Tests, Grade 8, Economically Disadvantaged Students, STAAR Science Numerator	3,237	1.3%
Grade 8, Economically Disadvantaged Students, STAAR Science Denominator	241,892	
Alternate 2 Tests, EL Students, EOC Algebra I Numerator	423	0.5%
EL Students, EOC Algebra I Denominator	81,527	
Alternate 2 Tests, EL Students, EOC Biology Numerator	403	0.5%
EL Students, EOC Biology Denominator	81,405	
Alternate 2 Tests, EL Students, EOC English I Numerator	518	0.5%
EL Students, EOC English I Denominator	101,053	
Alternate 2 Tests, EL Students, EOC English II Numerator	967	0.8%
EL Students, EOC English II Denominator	128,254	
Alternate 2 Tests, Grade 3, EL Students, STAAR Mathematics Numerator	1,019	1.0%
Grade 3, EL Students, STAAR Mathematics Denominator	99,654	
Alternate 2 Tests, Grade 3, EL Students, STAAR Reading/ELA Numerator	1,187	1.2%
Grade 3, EL Students, STAAR Reading/ELA Denominator	100,803	
Alternate 2 Tests, Grade 4, EL Students, STAAR Mathematics Numerator	1,037	1.1%
Grade 4, EL Students, STAAR Mathematics Denominator	98,219	
Alternate 2 Tests, Grade 4, EL Students, STAAR Reading/ELA Numerator	1,215	1.2%
Grade 4, EL Students, STAAR Reading/ELA Denominator	99,369	
Alternate 2 Tests, Grade 5, EL Students, STAAR Mathematics Numerator	942	1.0%
Grade 5, EL Students, STAAR Mathematics Denominator	95,505	
Alternate 2 Tests, Grade 5, EL Students, STAAR Reading/ELA Numerator	1,132	1.2%
Grade 5, EL Students, STAAR Reading/ELA Denominator	96,713	
Alternate 2 Tests, Grade 5, EL Students, STAAR Science Numerator	941	1.0%
Grade 5, EL Students, STAAR Science Denominator	95,508	
Alternate 2 Tests, Grade 6, EL Students, STAAR Mathematics Numerator	754	0.8%
Grade 6, EL Students, STAAR Mathematics Denominator	90,748	

Alternate 2 Tests, Grade 6, EL Students, STAAR Reading/ELA Numerator	960	1.0%
Grade 6, EL Students, STAAR Reading/ELA Denominator	92,710	
Alternate 2 Tests, Grade 7, EL Students, STAAR Mathematics Numerator	670	0.9%
Grade 7, EL Students, STAAR Mathematics Denominator	72,716	
Alternate 2 Tests, Grade 7, EL Students, STAAR Reading/ELA Numerator	829	1.0%
Grade 7, EL Students, STAAR Reading/ELA Denominator	82,230	
Alternate 2 Tests, Grade 8, EL Students, STAAR Mathematics Numerator	512	0.7%
Grade 8, EL Students, STAAR Mathematics Denominator	69,895	
Alternate 2 Tests, Grade 8, EL Students, STAAR Reading/ELA Numerator	656	0.9%
Grade 8, EL Students, STAAR Reading/ELA Denominator	75,371	
Alternate 2 Tests, Grade 8, EL Students, STAAR Science Numerator	510	0.7%
Grade 8, EL Students, STAAR Science Denominator	73,866	

**Texas State-level Participation Rates All Students  
2020–2021 School Year**

<b>Description</b>	<b>Number</b>	<b>Percent</b>
STAAR Mathematics Numerator	2,401,812	87.9%
STAAR Mathematics Denominator	2,731,920	
STAAR Reading/ELA Numerator	3,029,710	88.6%
STAAR Reading/ELA Denominator	3,420,254	
STAAR Science Numerator	1,106,483	87.6%
STAAR Science Denominator	1,263,762	

**Texas State-level Participation Rates All Students  
2020–2021 School Year**

<b>Description</b>	<b>Number</b>	<b>Percent</b>
All Tests, All Students, EOC Algebra I Numerator	416,115	90.6%
All Students, EOC Algebra I Denominator	459,131	
All Tests, All Students, EOC Biology Numerator	413,492	90.7%
All Students, EOC Biology Denominator	455,857	
All Tests, All Students, EOC English I Numerator	454,449	90.6%
All Students, EOC English I Denominator	501,662	
All Tests, All Students, EOC English II Numerator	456,446	89.3%
All Students, EOC English II Denominator	511,341	
All Tests, Grade 3, All Students, STAAR Mathematics Numerator	343,521	90.2%
Grade 3, All Students, STAAR Mathematics Denominator	380,840	
All Tests, Grade 3, All Students, STAAR Reading/ELA Numerator	347,415	90.9%
Grade 3, All Students, STAAR Reading/ELA Denominator	381,992	
All Tests, Grade 4, All Students, STAAR Mathematics Numerator	344,079	89.6%
Grade 4, All Students, STAAR Mathematics Denominator	384,173	
All Tests, Grade 4, All Students, STAAR Reading/ELA Numerator	348,011	90.3%
Grade 4, All Students, STAAR Reading/ELA Denominator	385,584	
All Tests, Grade 5, All Students, STAAR Mathematics Numerator	350,750	89.2%
Grade 5, All Students, STAAR Mathematics Denominator	393,333	
All Tests, Grade 5, All Students, STAAR Reading/ELA Numerator	356,358	90.0%
Grade 5, All Students, STAAR Reading/ELA Denominator	395,802	
All Tests, Grade 5, All Students, STAAR Science Numerator	350,109	88.8%
Grade 5, All Students, STAAR Science Denominator	394,113	
All Tests, Grade 6, All Students, STAAR Mathematics Numerator	349,208	86.4%
Grade 6, All Students, STAAR Mathematics Denominator	404,200	
All Tests, Grade 6, All Students, STAAR Reading/ELA Numerator	360,240	87.5%
Grade 6, All Students, STAAR Reading/ELA Denominator	411,733	
All Tests, Grade 7, All Students, STAAR Mathematics Numerator	300,087	84.4%
Grade 7, All Students, STAAR Mathematics Denominator	355,534	
All Tests, Grade 7, All Students, STAAR Reading/ELA Numerator	356,907	85.7%
Grade 7, All Students, STAAR Reading/ELA Denominator	416,401	
All Tests, Grade 8, All Students, STAAR Mathematics Numerator	298,052	84.0%
Grade 8, All Students, STAAR Mathematics Denominator	354,709	
All Tests, Grade 8, All Students, STAAR Reading/ELA Numerator	349,884	84.2%
Grade 8, All Students, STAAR Reading/ELA Denominator	415,739	
All Tests, Grade 8, All Students, STAAR Science Numerator	342,882	82.9%
Grade 8, All Students, STAAR Science Denominator	413,792	

**Students Receiving Special Education Services  
2020–2021 School Year**

<b>Description</b>	<b>Number</b>	<b>Percent</b>
STAAR Mathematics Numerator	298,820	85.8%
STAAR Mathematics Denominator	348,304	
STAAR Reading/ELA Numerator	354,186	86.4%
STAAR Reading/ELA Denominator	409,921	
STAAR Science Numerator	123,749	85.0%
STAAR Science Denominator	145,615	

**All Students Receiving Special Education Services  
2020–2021 School Year**

<b>Description</b>	<b>Number</b>	<b>Percent</b>
All Tests, All Students in Special Ed, EOC Algebra I Numerator	42,421	86.0%
All Students in Special Ed, EOC Algebra I Denominator	49,343	
All Tests, All Students in Special Ed, EOC Biology Numerator	41,236	85.6%
All Students in Special Ed, EOC Biology Denominator	48,185	
All Tests, All Students in Special Ed, EOC English I Numerator	46,971	85.9%
All Students in Special Ed, EOC English I Denominator	54,665	
All Tests, All Students in Special Ed, EOC English II Numerator	44,678	84.4%
All Students in Special Ed, EOC English II Denominator	52,930	
All Tests, Grade 3, All Students in Special Ed, STAAR Mathematics Numerator	45,063	89.0%
Grade 3, All Students in Special Ed, STAAR Mathematics Denominator	50,629	
All Tests, Grade 3, All Students in Special Ed, STAAR Reading/ELA Numerator	45,596	89.9%
Grade 3, All Students in Special Ed, STAAR Reading/ELA Denominator	50,741	
All Tests, Grade 4, All Students in Special Ed, STAAR Mathematics Numerator	46,590	88.5%
Grade 4, All Students in Special Ed, STAAR Mathematics Denominator	52,657	
All Tests, Grade 4, All Students in Special Ed, STAAR Reading/ELA Numerator	47,156	89.3%
Grade 4, All Students in Special Ed, STAAR Reading/ELA Denominator	52,812	
All Tests, Grade 5, All Students in Special Ed, STAAR Mathematics Numerator	46,672	88.1%
Grade 5, All Students in Special Ed, STAAR Mathematics Denominator	52,994	
All Tests, Grade 5, All Students in Special Ed, STAAR Reading/ELA Numerator	47,319	89.1%
Grade 5, All Students in Special Ed, STAAR Reading/ELA Denominator	53,108	
All Tests, Grade 5, All Students in Special Ed, STAAR Science Numerator	46,419	87.7%
Grade 5, All Students in Special Ed, STAAR Science Denominator	52,919	
All Tests, Grade 6, All Students in Special Ed, STAAR Mathematics Numerator	43,775	84.1%
Grade 6, All Students in Special Ed, STAAR Mathematics Denominator	52,064	
All Tests, Grade 6, All Students in Special Ed, STAAR Reading/ELA Numerator	44,732	85.5%
Grade 6, All Students in Special Ed, STAAR Reading/ELA Denominator	52,342	
All Tests, Grade 7, All Students in Special Ed, STAAR Mathematics Numerator	38,475	82.2%
Grade 7, All Students in Special Ed, STAAR Mathematics Denominator	46,818	
All Tests, Grade 7, All Students in Special Ed, STAAR Reading/ELA Numerator	40,567	83.5%
Grade 7, All Students in Special Ed, STAAR Reading/ELA Denominator	48,573	
All Tests, Grade 8, All Students in Special Ed, STAAR Mathematics Numerator	35,824	81.8%
Grade 8, All Students in Special Ed, STAAR Mathematics Denominator	43,799	
All Tests, Grade 8, All Students in Special Ed, STAAR Reading/ELA Numerator	37,167	83.1%
Grade 8, All Students in Special Ed, STAAR Reading/ELA Denominator	44,750	
All Tests, Grade 8, All Students in Special Ed, STAAR Science Numerator	36,094	81.1%
Grade 8, All Students in Special Ed, STAAR Science Denominator	44,511	

## Appendix III

### Public Comment Regarding Texas' Waiver Requests

No.	Date	Subject	Commenter	District	Comment
1	12/13/21	Against 1% cap	Assistant Principal, Special Education	Mount Pleasant ISD	The STAAR Alt 2 cap is not fair to kids. If we are asking them to perform at their best, then they should take the assessment that fits them the best. The cap on the STAAR Alt 2 makes students who are trying their best to be let down by failing a test that they are not capable of passing. I implore you to do what is right for kids and give them the assessment that they can handle, which is the STAAR Alt 2. We as educators should not have to move a kid from STAAR Alt 2 just because we are afraid of a cap and being written up. Keep the focus the focus.....what is best for the STUDENTS!!
2	12/13/21	Against 1% cap	Director of Assessments	Mount Pleasant ISD	I am very frustrated with the state assessment for children with disabilities. From an educator's and a parent's point of view, we are setting these students up for failure. We have been asked to remove student's from the current STAAR Alt 2 assessment because of the 1% threshold. These students have been taking STAAR Alt 2 since 3 <sup>rd</sup> grade and now they are in middle school, junior high and high school. Is this truly what is best for students? I just don't understand why we can't develop a test like we had a few years ago with the accommodated and modified version. When a student has an IQ in the 40's and can't read, how does the designated supports on the online version help with the reading test? The regulations are amended in Every Student Succeeds Act, but this way of thinking will not let the students succeed.
3	12/15/21	Against 1% cap	Director of Special Education	Teague ISD	Teague ISD has a high population of students who have intellectual disabilities. Each student has an IEP crafted for his or her own learning needs. When the right choice is to teach the student with alternative standards, then the committee has no choice but to test

					the student using the Alternative STAAR test. How can the federal government come in and tell the district just how many students should be tested appropriately and how many should be frustrated beyond comprehension? No student is given the STAAR Alt-2 if he or she does not meet the criteria for the assessment. When a group of professionals who know the students, have assessed the students, and work with the students make the professional decision to teach and assess on alternative standards, that decision should be without question. The 1% cap is prejudice in nature and needs to be done away with altogether.
4	12/16/21	For waiver	Director of Special Programs	Eagle Mountain-Saginaw ISD	I am in support of the assessment waiver. The 1.0 percent cap waiver is contradictory to the spirit of Child Find and the IDEA. Because the District is obligated to identify and serve all eligible students and determine assessment decisions based upon the unique needs of the individual child, the one percent cap is discriminatory against the students with the greatest needs and should be eliminated from any type of enforceable regulation mandated by ESSA. Additionally, as the consequence of the GLOBAL pandemic, it is both unreasonable and discriminatory to require the 95 percent mandate without consideration of this significant factor (GLOBAL pandemic) and the resulting consequences impacting student participation. It is egregious to hold States to an unreasonable and unattainable expectation without providing some form of relief in the form of a waiver.
5	12/16/21	For waiver	Director of Planning, Assessment & Research	Birdville ISD	Data supports this request due to COVID (20-21). However, I suspect this year we will encounter a similar situation. Oftentimes, our STAAR Alt 2 students are medically fragile as well which translates to parents still being hesitant to send their children.