

STAAR Alternate 2

2022 Assurances and Justifications Summary

On December 21, 2022, the Texas Education Agency (TEA) requested a waiver extension from the United States Department of Education (USDE) regarding the 1.0 percent state cap on the number of students statewide who participate in the State of Texas Assessment of Academic Readiness (STAAR®) Alternate 2. The *2022–2023 Texas One Percent Waiver Request* is available on the [STAAR Alternate 2 Resources](#) webpage. States who request a waiver of the 1.0 percent cap must also request information from local education agencies (LEAs) that includes justifications for exceeding the 1.0 percent threshold for students assessed with an alternate assessment and assurances that the LEA is following alternate assessment guidance.

Based on testing data from the 2021–2022 school year, TEA identified 794 LEAs who exceeded the 1.0 percent participation threshold out of more than 1,200 LEAs. Texas’ plan to make progress on assessing only students with significant cognitive disabilities with the alternate assessment included notifying each LEA that exceeded the 1.0 percent participation threshold to complete the [STAAR Alternate 2 Assurances and Justification form](#). The responses from LEAs were analyzed and are summarized in this document.

The STAAR Alternate 2 Assurances and Justification form required each LEA exceeding the 1.0 percent participation threshold to report primary disability information for the students who were assessed with STAAR Alternate 2 in spring 2022. Table 1 shows the number of stud9 stuAutism

	16,594
Deaf-Blindness	156
Emotional Disturbance	557
Intellectual Disability	24,914
Orthopedic Impairment	647
Other Health Impairment	4,456
Specific Learning Disability	1,999
Speech Impairment	1,066
Traumatic Brain Injury	277
Visual Impairment	333

Section 1 of the form asked LEAs to indicate the type of training that was provided to each member of the admission, review, and dismissal (ARD) committee regarding participation requirements .

LEAs responded to this question by indicating the training opportunities that were provided to school personnel and parents regarding state assessment decisions for students with the most significant cognitive disabilities. Some LEAs reported that multiple types of trainings were provided. This information helps TEA understand what training resources should be developed in the future. Table 2 describes the number of LEAs who reported they had conducted particular types of training, including the audience for the training and the mode in which the training was delivered.

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123 (15.7%) indicated that a nearby school, community, or health program was the primary contributing factor to having more than 1.0 percent of its student participate in the STAAR Alternate 2. Table 4 shows

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