STAAR Accommodations
AGENDA

• STAAR Assessment Options
• STAAR Accommodations: Designated Supports
• Detailed STAAR Accommodation Information
STAAR Stand for...
Let's Talk about STAAR

Remember, there is no elevator to success, you must take the stairs! You got this!

Your Teachers
Remind your child of the many things they have accomplished.
Dare to Succeed.

• I thought __________________ was an impossible goal for me but I did it.

• I was successful because.....
There needs to be a lot more emphasis on what a child can do instead of what he cannot do.

-Temple Grandin
DREAM BIG
SET GOALS
TAKE ACTION
Don’t wait until you reach your goal to be proud of yourself.

Be proud of each step you take toward reaching that goal.

Celebrate the Successes of your Child.
Just When you Understand the STAAR
Something Changes...

Be patient.
Things will change for the better.
Keep in Mind:

Every year there is a possibility that TEA will make changes/updates based off feedback from the most recent testing year. The information in this presentation is for the 2018-2019 testing year.

Visit TEA’s accommodation website regularly regarding updates/changes for the 2018-2019 testing year.

https://tea.texas.gov/accommodations/
State Assessment Options
There are only 2 State Assessments in Texas.
Introduction to STAAR

The State of Texas Assessments of Academic Readiness (STAAR) program, which was implemented in spring 2012, includes annual assessments for:

- reading and mathematics, grades 3–8
- writing at grades 4 and 7
- science at grades 5 and 8
- social studies at grade 8
- end-of-course (EOC) assessments for English I, English II, Algebra I, biology and U.S history.

http://tea.texas.gov/student.assessment/staar/
Introduction to STAAR Alternate 2

• TEA has developed the STAAR Alternate 2 assessment to meet the federal requirements mandated under the Every Student Succeeds Act (ESSA), a federal education law previously known as No Child Left Behind.

• TEA designed the STAAR Alternate 2 to assess students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services.

• A student must meet Participation Requirements to take the STAAR Alternate 2 Assessment.
STAAR Alternate 2 Participation Requirements

Participation Requirements

• To be eligible to participate in STAAR® Alternate 2, the answer to all of the eligibility questions on page one of the participation requirements must be “Yes.”

• If the answer to any of these eligibility questions is “No,” the student is not eligible to participate in that assessment and must participate in one of the other state assessments.
“Don’t worry Mom and Dad, I know how to do more on the computer than you do.”
Accessibility Features
Accommodation Policy

Accommodations will be divided into 3 categories with broader eligibility criteria.

1. **Accessibility Features**
   - Available to all students who need them

2. **Designated Supports**
   - The appropriate team of people at the campus level has determined and documented that the student meets the revised eligibility criteria.

3. **Designated Supports Requiring TEA Approval**
   - The appropriate team of people at the campus level has determined student eligibility and submitted an Accommodation Request Form to TEA.
Accessibility Features

Available to any student who regularly benefits from the use of these procedures or materials during instruction.

http://tea.texas.gov/student.assessment/accommodations/
Accessibility Features

- Formerly known as Allowable Test Administration Procedures and Materials
- Include things that may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of these procedures or materials during instruction.

<table>
<thead>
<tr>
<th>General Reminders to Stay on Task</th>
<th>Third Grade Math Reading Assistance</th>
<th>Read Aloud Writing Prompt to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scratch Paper</td>
<td>Color overlay/Color</td>
<td>Read Test Aloud to Self</td>
</tr>
<tr>
<td>Highlighter, etc.</td>
<td>Signing Test Directions</td>
<td>Small Group</td>
</tr>
<tr>
<td>Individual Administration</td>
<td>Place Marker/Guideline</td>
<td>Magnifying Devices/Zoom</td>
</tr>
<tr>
<td>Minimize Distractions</td>
<td>Translating test administration directions</td>
<td>typing a student’s response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently</td>
</tr>
</tbody>
</table>
Keep in Mind

• In some cases, a student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test are maintained.
Stop and Chew

With your table discuss what you know and have learned about STAAR and Accessibility Features.
Designated Supports = STAAR Accommodations

http://tea.texas.gov/student.assessment/accommodations/
What does the words designated support or accommodations mean to you?
Accommodations are intended to provide students with disabilities effective and equitable access to grade-level or course curriculum and assessments.

https://youtu.be/lrKRm6KAzfU
Designated Supports:
These are locally-approved supports for students who meet eligibility.

http://tea.texas.gov/student.assessment/accommodations/
Designated Supports

- Formerly known as Type 1 or Linguistic Accommodations

- Available to students who meet eligibility criteria, which in many cases has broadened. The decision to provide a Designated Support to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC committee, RTI team, student assistance team). The decision to use a Designated Support during a state assessment should be made on an individual-student basis and take into consideration the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing.

Great things your child can use if they meet eligibility:

- Basic Transcribing
- Braille
- Calculation Aids
- Content and Language Supports
  - Content and Language Supports Guidelines
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids
Designated Supports Requiring TEA Approval

• Formerly known as Type 2 Accommodations

• Requires the submission of an Accommodation Request Form to TEA. The appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.

<table>
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<th>Extra Day</th>
</tr>
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<tbody>
<tr>
<td>Math Scribe</td>
<td>Other</td>
</tr>
</tbody>
</table>
Authority for Decision and Documentation

Who can make decisions?

- The 504 Committee
- The ARD Committee
- The LPAC Committee
Authority for Decision and Documentation

- Depending on the student eligibility criteria, a student may be eligible for a Designated Support if they are
  - An ELL with a disability
    - The decision is made by the applicable group in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group.
  - A student who is not an ELL and not receiving special education or Section 504 services
    - The decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
## Accommodations = Designated Supports

<table>
<thead>
<tr>
<th>Should be individualized to address the specific needs of each student</th>
<th>Are not necessary for every student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Might be appropriate for classroom use but might not be appropriate or allowed for use on a state assessment</td>
<td>Are not changes to the performance criteria or the content</td>
</tr>
<tr>
<td>Should be evaluated regularly to determine effectiveness and to help plan for accommodations the student will need each year</td>
<td>Are not intended to provide an advantage to a student</td>
</tr>
<tr>
<td>Should be documented in the appropriate student paperwork</td>
<td>Should not be provided to a student without evidence of effectiveness from year to year</td>
</tr>
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</table>
Accommodations During State Assessments

Not all accommodations suitable for instruction are allowed during the state assessments.

Teachers use many accommodations or differentiated instructional strategies in the classroom with students that are not allowed during STAAR. However, there are many allowable accommodations and Accessibility Features that students may use during STAAR.
Allowable Accommodations

The decision to use an accommodation during a state assessment is made on an individual student basis and considers the needs of the student and whether the student routinely receives the accommodation during classroom instruction and testing.

STAAR®, with or without allowable or approved accommodations, should be the first consideration.
Accommodations do not cure or “fix” disabilities
This section provides a general description of the accommodation.

This section lists the assessments the accommodation may be used on by eligible students.

This section lists the eligibility criteria that must be met in order for the student to use the accommodation on a state assessment.

This section describes who can make accommodation decisions for students, where to document these decisions, and what to record on the answer document.

This icon indicates whether or not an Accommodation Request Form is required.

This section describes the specific examples/types of the accommodation that may be used on the state assessment. Pay careful attention to this list because it is sometimes exhaustive.

This section outlines special instructions and considerations about the accommodation that educators must be aware of when making the decisions to use the accommodation and when administering the assessment with the accommodation.
Let’s Review a Designated Support/Accommodation

Mathematics Manipulatives

TEA approval is NOT required.

Description of Designated Support
These designated supports are concrete objects or pictures of concrete objects for a student to move and touch in order to visualize abstract concepts.

Assessments
For a student who meets the eligibility criteria, this designated support may be used on:
- STAAR grades 3–8 mathematics, Algebra I, and Algebra II
- STAAR Spanish grades 3–5 mathematics

Student Eligibility Criterion
A student may use this designated support if he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Authority for Decision and Required Documentation
- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) and documented according to district policies. The decision should be based on the eligibility criteria and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation.
- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student’s answer document or D in the Texas Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

Examples/Types
This designated support may include only:
- real or play money (both heads and tails)
- clocks with or without numbers shown on clock face; the clock should NOT have gears
- base-ten blocks
- various types of counters (e.g., two-sided chips, blocks, numerals with printed or raised dots)
- algebra tiles; the tiles should NOT contain words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
- fraction pieces (e.g., fraction bars, fraction circles); the fraction pieces should NOT contain labels (e.g., labels that show individual fractions, equivalencies, or cumulative sequence)
- geometric figures that are grade- or course-appropriate; the figures may be provided in either three-dimensional form or two-dimensional form, but NOT in both forms; the figures should NOT contain words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. Providing a pictorial model of a geometric figure in one form (e.g., net) and a supplement aid of the same figure in another form (e.g., a three-dimensional solid) is NOT allowed.

Special Instructions/Considerations
1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. Using mathematics manipulatives as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the mathematics manipulatives provide and simply need assistance recalling or visualizing the concepts.
3. The test administrator may not remind the student to use the mathematics manipulatives or explain to the student how to use them.
4. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
## Locally-Approved Designated Supports

<table>
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<td>Manipulating Test Materials</td>
<td>Oral/Signed Administration</td>
<td>Calculation Aids</td>
</tr>
<tr>
<td>Dictionary</td>
<td>Extra Time</td>
<td>Content Supports</td>
<td>Mathematics Manipulatives</td>
</tr>
<tr>
<td>Projection Devices</td>
<td>Individualized Structured Reminders</td>
<td>Language and Vocabulary Supports</td>
<td>Supplemental Aids</td>
</tr>
</tbody>
</table>

*Available online administration as pop-ups, rollovers and supplementary material.*
1. What is an accommodation?
2. Who can use an accommodation?
3. Can the same accommodations be used for instruction and assessments?
4. Where can you go to learn more information about accommodations?
Content Supports: Examples

This pop-up isolates information that corresponds to each answer choice.
Content Supports: Examples

This pop-up also isolates information that corresponds to each answer choice.
Content Supports: Examples

This is another example of a pop-up that isolates information that corresponds to each answer choice.
Content Supports: Examples

This pop-up provides a formula from the reference material.
Content Supports: Examples

This pop-up provides a supplemental aid (i.e., map).
Content Supports: Examples

This pop-up provides visual representation (i.e., photograph) of a historical figure.
Content Supports: Examples

This is a supplementary material. Blank Punnett squares are available for a student to use on STAAR biology with Content Supports.
Language and Vocabulary Supports: Accommodation Guidelines

Pop-ups:
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations

Rollovers:
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts, respecting the TEKS based academic vocabulary

Pre-reads:
- offer text prior to the selection (only for reading 3-8, writing 4 & 7, English I, and English II)
Language and Vocabulary Supports: Examples

The adoption of the assembly-line method of production by —

A. increasing government regulation of the workplace
B. reducing labor costs and minimizing the need for skilled labor
C. leading to a decline in demand for products made by machines
D. decreasing overhead costs and reducing the demand for technology

This pop-up provides a visual representation (i.e., photograph) of the vocabulary.
Language and Vocabulary Supports: Examples

This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.

1. In 1942 my great-grandfather, a veteran of World War I, received a gift that caused a tremendous boost to morale during the country's longest-running wars. He had been injured in battle and was struggling to recover.

2. After Germany occupied parts of Greece, the British began parachuting in soldiers and supplies. My grandfather was out in the fields with our goats one day when a storm blew in and forced a British plane to make an emergency landing. My grandfather grabbed a red blanket and began waving it frantically, hoping the pilot would see that the field was large enough to land in. The pilots brought their plane down safely, much to the irritation of our goats. Grandfather
Language and Vocabulary Supports: Examples

These pop-ups clarify construct-irrelevant words.
Language and Vocabulary Supports:
Examples

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city?

A. Being active at night
B. Eating only one type of food
C. Needing a large amount of space to live
D. Producing a very small number of offspring

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city?

A. Being active at night
B. Eating only one type of food
C. Needing a large amount of space to live
D. Producing a very small number of offspring
Prereading text appears before all reading and writing selections.

Language and Vocabulary Supports:

Exam p l es

October 26, 2016 Texas Education Agency 56

Prereading text appears before all reading and writing selections.
Supplemental Aids

- Mnemonic Devices
- Blank Graphic Organizers
- Math Charts
- Math Graphics & Pictorial Models
- Grammar & Mechanics Rules
- Science Graphics
- Social Studies Graphics
Supplemental Aids for STAAR: What’s Allowed and What’s Not?

TEA’s Student Assessment Division
Fall 2018
Supplemental Aids

Description of Designated Support

This designated support allows a student to use paper-based resources that assist in recalling information.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish
A student may use this designated support if

- he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

Note: Supplemental aids are intended for students who are approved to use them based on the decisions of an ARD committee, 504 committee, LPAC, RTI committee, or student assistance team. The RTI committees or student assistance teams that make the decisions are formed to address a student’s consistent academic struggles. Supplemental aids should not be confused with common study aids used by students who are not struggling academically.
Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.

- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.

- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.

- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.

- In the case of an EL with a disability, the decision is made by the applicable group above in conjunction with the student’s LPAC. The decision is to be documented by the LPAC in the student’s permanent record file and by the other applicable group, as described above.
**Authority for Decision and Required Documentation**

- After state testing, DS must be recorded in the ACCOMM. field on the student’s answer document or D in the Texas Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

  TEA approval is NOT required
**Examples/Types**

- **ONLY** the supplemental aids described in the Supplemental Aids policy document are allowed for eligible students.

- Examples of allowable supplemental aids with different formats are provided on the following slides. Other formats are allowed as long as they follow the description of the aid in the Supplemental Aids document.
A mnemonic device is a learning technique that assists with memory. Only mnemonic devices that are acronyms or phrases based on an acronym may be used.

**PEMDAS**

*or*

**Please Excuse My Dear Aunt Sally**

**DMSB**

*or*

**Dad Mother Sister Brother**

**KPCOFGS**

*or*

**King Phillip Came Over For Good Spaghetti**
The subject-specific words that the mnemonic represents are NOT allowed.

- Parentheses (P)
- Exponents (E)
- Multiplication (M)
- Division (D)
- Addition (A)
- Subtraction (S)

- Divide (D)
- Multiply (M)
- Subtract (S)
- Bring down (B)

El Rey es un filósofo de mucha clase que ordena para su familia géneros de buena especie.
Blank graphic organizers may be used.
Blank graphic organizers may **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables.
A number chart (e.g., 100 chart) may be used. Indicating special numbers (e.g., highlighting or circling prime numbers within the body of the chart) is **NOT** allowed.
Numbers on number charts must be in sequential order. Multiplication and addition charts are not allowed as supplemental aids. Multiplication and addition charts are considered **calculation aids**. For more information please see the Calculation Aids policy document in the District and Campus Coordinator Resources located at [https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview#!spacehome](https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview#!spacehome)

- 1 x 0 = 0
- 1 x 1 = 1
- 1 x 2 = 2
- 1 x 3 = 3
- 1 x 4 = 4
- 1 x 5 = 5
- 1 x 6 = 6
- 1 x 7 = 7
- 1 x 8 = 8
- 1 x 9 = 9

- 2 x 0 = 0
- 2 x 1 = 2
- 2 x 2 = 4
- 2 x 3 = 6
- 2 x 4 = 8
- 2 x 5 = 10
- 2 x 6 = 12
- 2 x 7 = 14
- 2 x 8 = 16
- 2 x 9 = 18

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- 1 + 1 = 2
- 2 + 2 = 4
- 3 + 3 = 6
- 4 + 4 = 8
- 5 + 5 = 10
- 6 + 6 = 12
- 7 + 7 = 14
- 8 + 8 = 16
- 9 + 9 = 18
- 10 + 10 = 20
A grade-appropriate place value chart may be used. The chart may contain commas and decimals in the appropriate places; however, it may **NOT** contain place value labels (i.e., words) or numbers as specific examples.
Pictorial models of fraction bars or fraction circles may be used. The models should **NOT** contain labels . . .
...and they should **NOT** show equivalencies (e.g., 1/2 = 2/4 = 0.5 = 50%) or a cumulative sequence (e.g., 1/4, 2/4, 3/4, 4/4).

<table>
<thead>
<tr>
<th>1/2</th>
<th>2/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3</td>
<td>2/3</td>
</tr>
<tr>
<td>1/4</td>
<td>2/4</td>
</tr>
</tbody>
</table>

![Incorrect Models](image)
Pictorial models of one-, two-, and three-dimensional geometric figures may be used; however, the figures must be grade- or course-appropriate.
In addition, a pictorial model of a geometric figure may be provided in either three-dimensional form or two-dimensional form, but **NOT** in both forms.
The figures may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.
Providing a pictorial model of a geometric figure in one form (e.g., net) and a manipulative of the same figure in another form (e.g., three-dimensional solid) is **NOT allowed**.
A list of grade-appropriate grammar and mechanics rules may be used. The list may **NOT** contain any specific examples.
Graphics of scientific concepts may be used.
The graphics may **NOT** contain titles, words, labels, colors used as labels, acronyms, mnemonics, numbers, symbols, or variables.
Formula triangles representing relationships between variables may be used. Only formulas that appear on the appropriate state-supplied reference materials may be represented. The triangles may only include variables; for example, a triangle showing the relationship between mass, density, and volume can contain only the variables \( m \), \( D \), and \( V \). Symbols for mathematical operations (e.g., \( \times \), \( \div \)) are **NOT** allowed.
Blank maps may be used. Blank maps should **NOT** contain titles, words, labels, colors used as labels, pictures, acronyms, mnemonics, numbers, symbols, or variables. In addition, unlabeled maps that represent historic events may be used (e.g., an unlabeled map that represents the stages of U.S. territorial expansion). A student could use both physical and political world or U.S. maps.
Timelines may be used if they contain only dates.

- 1620
- 1776
- 1787
- 1914 - 1918
- 1939 - 1945
- 1957
- 1968 - 1969
- 1991
- 2008
- 1963 - 1975
- 1939 - 1945
- 1861 - 1865
- 1775 - 1783
Labeling the events connected with those dates in any way is **NOT** allowed.
1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

2. Supplemental aids can be provided in the language that is most appropriate for the student.

3. Colors may be used in a supplemental aid to enhance readability or improve tracking but may NOT be used as a label.

4. Pictures may be used in pictorial models of geometric figures and graphics of scientific concepts but not in other supplemental aids.
5. Using a supplemental aid as an accommodation during classroom instruction and classroom testing should not replace the teaching of subject-specific skills as outlined in the TEKS. The student must be able to understand the information that the supplemental aid provides and simply need assistance recalling the concepts.

6. Supplemental aids should be individualized for each student. Students have different strengths and needs, so it is not appropriate to provide all students the exact same set of supplemental aids.

7. The test administrator may not remind the student to use the supplemental aid or explain to the student the information included on the supplemental aid.
8. An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in the testing area, the classroom, or hallways unless they could assist a student with answering questions on the subject-area assessment being administered. This policy is different from the Supplemental Aids designated support policy, because supplemental aids are intended for students requiring individualized support and should be made available specifically to them.

9. The supplemental aid must be error-free, concise, and well organized so that a student can easily access the information. The supplemental aid must not contain numerous pages, as this may be more cumbersome than helpful when used during the state assessment.
10. If a student writes on the supplemental aid while taking the state assessment, the supplemental aid must be destroyed after testing.

11. LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
TEA Resources and Contact Information

Student Assessment Division

512-463-9536
assessment.specialpopulations@tea.texas.gov

2018-2019 Accessibility Policy Documents:
http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2018_Accessibility/

or

https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview#!spacehome
DESIGNATED SUPPORTS REQUIRING TEA APPROVAL

This is a comprehensive training but does not take the place of reading the associated documents located on TEA's Accommodation Resources webpage.
Designated Supports Requiring TEA Approval

- Previously referred to as “Type 2 accommodations.”

- The appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with LPAC, Section 504 placement committee, LPAC, RTI team, student assistance team) listed on the policy document determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA.

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What Parents Can do Support Children for the STAAR

Make sure your child has accommodations they need to be successful at school.

Support your child with homework and encourage them.

Go to meetings at school. Discuss accommodations and become a partner with the teacher.
Believe in yourself, you are braver than you believe, stronger than you seem, and smarter than you think.
It is easier to build strong children than to repair broken men.

- Frederick Douglass
For more information and resources go to the TEA Website.

http://tea.texas.gov/student.assessment/parents/
Questions?
Thank you!