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# Table of Contents

## SECTION I: INTRODUCTION
- Performance-Based Monitoring Data Validation ................................................................. 3
- Differences Between Student Assessment Data Validation Indicators and Other PBM Indicators ................................................................. 3
- Student Assessment Data Validation Indicators: Background ..................................................... 4
- List of 2016 Student Assessment Data Validation Indicators ..................................................... 5
- Data Sources .......................................................................................................................... 5
- Data Validation Reports ......................................................................................................... 5
- Sample Report ....................................................................................................................... 7
- Data Validation Requirements for Districts .............................................................................. 8

## SECTION II: 2016 STUDENT ASSESSMENT DATA VALIDATION INDICATORS
- Student Assessment Data Validation Indicator #1(i-xi): STAAR 3-8 Absent Rate (Mathematics) ........................................................................................................... 11
- Student Assessment Data Validation Indicator #2(i-xi): STAAR 3-8 Absent Rate (Reading) ......................................................................................................................... 12
- Student Assessment Data Validation Indicator #3(i-xi): STAAR 3-8 Absent Rate (Science) .............................................................................................................................. 13
- Student Assessment Data Validation Indicator #4(i-xi): STAAR 3-8 Absent Rate (Social Studies) .............................................................. 14
- Student Assessment Data Validation Indicator #5(i-xi): STAAR 3-8 Absent Rate (Writing) ................................................................................................. 15
- Student Assessment Data Validation Indicator #6(i-xi): STAAR 3-8 Other Rate (Mathematics) .................................................................................................................. 16
- Student Assessment Data Validation Indicator #7(i-xi): STAAR 3-8 Other Rate (Reading) .......................................................................................................................... 17
- Student Assessment Data Validation Indicator #8(i-xi): STAAR 3-8 Other Rate (Science) ................................................................................................. 18
- Student Assessment Data Validation Indicator #9(i-xi): STAAR 3-8 Other Rate (Social Studies) .............................................................. 19
- Student Assessment Data Validation Indicator #10(i-xi): STAAR 3-8 Other Rate (Writing) ................................................................................................. 20
- Student Assessment Data Validation Indicator #11: STAAR Alternate 2 Special Testing Provisions Rate .............................................................. 21
- Student Assessment Data Validation Indicator #12: TELPAS Reading Participation Rate .................................................................................... 22
- Student Assessment Data Validation Indicator #13(i-v): STAAR EOC Test Participation Rate .................................................................................... 23
- Student Assessment Data Validation Indicator #14: Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted .................................................................................... 24

## SECTION III: APPENDICES
- Appendix: A – ESC Performance-Based Monitoring Contacts ................................................................................................................................. 27
- Appendix: B – Comments and Questions .................................................................................. 29
Performance-Based Monitoring Data Validation

The Performance-Based Monitoring (PBM) system, which was developed in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness. The PBM system is a data-driven system that relies on data submitted by districts; therefore, the integrity of districts’ data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that examine districts’ leaver and dropout data, student assessment data, and discipline data. Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency (TEA) are accurate and reliable.

Differences Between Student Assessment Data Validation Indicators and Other PBM Indicators

There are key differences between the student assessment data validation indicators used as part of the PBM Data Validation System and the performance indicators used in the Performance-Based Monitoring Analysis System (PBMAS). A PBMAS performance indicator yields a definitive result, e.g., 60% of a district’s students in Grade 3 met Level II performance on the State of Texas Assessments of Academic Readiness (STAAR®) mathematics test. A student assessment data validation indicator typically suggests an anomaly that may require a local review to determine whether the anomalous data are accurate. For example, a district may report an unusually high number of students absent for a particular statewide assessment. This high number of absences within a given year suggests a data anomaly. However, the district may determine, after a local review and verification process, that the high number of absences can be validated.

Another difference between PBMAS performance indicators and PBM student assessment data validation indicators is the criteria used to evaluate districts. In PBMAS, performance indicators include a range of established cut points used to evaluate districts, while student assessment data validation indicators typically require an annual review of data to identify what data may be anomalous or what trends can be observed over time. Evaluation criteria on individual student assessment data validation indicators generally are not, and generally cannot be, made public in advance.

The required response by the district is also different depending on whether the district is identified under a PBMAS performance indicator or a PBM student assessment data validation indicator. Districts identified with a PBMAS performance indicator concern are generally expected to (a) improve performance; or (b) if the identification of a performance indicator concern occurred because of inaccurate data, improve local data collection and submission procedures. Districts identified as a result of a student assessment data validation indicator are generally expected to (a) validate and document their data are, in fact, correct; and (b) if correct data reflect a program implementation concern, address that concern; or (c) if the district’s identification occurred because of incorrect data, improve local data collection and submission procedures.

1 STAAR® is a registered trademark of the Texas Education Agency.
### Differences between Student Assessment Data Validation Indicators and PBMAS Indicators

<table>
<thead>
<tr>
<th>Indicator Type</th>
<th>Result</th>
<th>Evaluation Criteria</th>
<th>District Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Assessment Data Validation</td>
<td>Suggests an anomaly</td>
<td>Based on annual review of data to identify anomalous data and trends observed over time</td>
<td>Validate accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns</td>
</tr>
<tr>
<td>PBMAS</td>
<td>Yields a definitive result</td>
<td>Based on cut points established in advance</td>
<td>Improve performance or program effectiveness, or if identification occurred because of inaccurate data, improve data collection and submission procedures</td>
</tr>
</tbody>
</table>

By their very nature and purpose, some student assessment data validation indicators may identify one or more districts that are collecting and reporting accurate data. **Confirming the accuracy of data is a critical part of the process necessary to validate and safeguard the integrity of the overall PBM system.** As such, the process districts engage in to either validate the accuracy of their data or determine that erroneous data were submitted is fundamental to the integrity of the entire system.

Many districts initially identified through a student assessment data validation indicator will be able to confirm the accuracy of their data. This is expected and should be handled by those districts as a routine data confirmation that is documented locally and, in some cases, communicated back to the agency. Other districts identified through a student assessment data validation indicator will find their anomalous data to be the result of an isolated reporting error that can be addressed through better training, improved quality control of local data collection and submission processes, or other targeted local response. For some districts identified through a student assessment data validation indicator, it will be determined the anomalous data reflect a systemic issue within one data collection (e.g., student assessment data in general) or a pervasive issue (i.e., across data systems). In these less typical occurrences, the district’s response will be more extensive, including more involvement by the agency and the application of sanctions as necessary and appropriate.

### Student Assessment Data Validation Indicators: Background

The Texas Education Code (TEC) contains two statutory references that form the basis of the student assessment data validation component of the PBM System. TEC §39.057 allows for special accreditation investigations when anomalous data related to reported absences are observed in the administration of the state student assessment program:

TEC §39.057. Special Accreditation Investigations. (a) The commissioner may authorize special accreditation investigations to be conducted:

(1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;
In addition, TEC §7.028 provides specific authority for TEA to monitor the Public Education Information Management System (PEIMS) data integrity and accountability under Chapter 39:

TEC §7.028. Limitation on Compliance Monitoring. (a) Except as provided by Section 29.001(5), 29.010(a), or 39.057, the agency may monitor compliance with requirements applicable to a process or program provided by a school district, campus, program, or school granted charters under Chapter 12, including the process described by Subchapter F, Chapter 11, or a program described by Subchapter B, C, D, E, F, H, or I, Chapter 29, Subchapter A, Chapter 37, or Section 38.003, and the use of funds provided for such a program under Subchapter C, Chapter 42, only as necessary to ensure:

(3) data integrity for purposes of:
   (A) the Public Education Information Management System (PEIMS); and
   (B) accountability under Chapter 39.

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

List of 2016 Student Assessment Data Validation Indicators

The statutory requirements described above, as well as other requirements, are met through the following student assessment data validation indicators. Detailed information on these indicators is provided in the next section of this manual.

1(i-xi). STAAR 3-8 Absent Rate (Mathematics)
2(i-xi). STAAR 3-8 Absent Rate (Reading)
3(i-xi). STAAR 3-8 Absent Rate (Science)
4(i-xi). STAAR 3-8 Absent Rate (Social Studies)
5(i-xi). STAAR 3-8 Absent Rate (Writing)
6(i-xi). STAAR 3-8 Other Rate (Mathematics)
7(i-xi). STAAR 3-8 Other Rate (Reading)
8(i-xi). STAAR 3-8 Other Rate (Science)
9(i-xi). STAAR 3-8 Other Rate (Social Studies)
10(i-xi). STAAR 3-8 Other Rate (Writing)
11. STAAR Alternate 2 Special Testing Provisions Rate
12. TELPAS Reading Participation Rate
13(i-v). STAAR EOC Test Participation Rate
14. Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted

Data Sources

The 2016 student assessment data validation analysis for the indicators listed above is based on student assessment data from the 2015-2016 school year. Indicator #13 also includes PEIMS course completion data (415 Record) from the summer 2016 submission, and Indicator #14 includes PEIMS student demographic data (101 Record) from the fall 2015 submission².

Data Validation Reports

District-level reports and certain student-level data will be generated for each district identified on one or more of the 2016 student assessment data validation indicators. These reports and student-level data are made available via the Texas Education Agency Secure Environment (TEASE) Accountability application. Districts not

² When reporting CTE students in the PEIMS fall submission, districts should follow the CTE Indicator Code Fall Snapshot Decision Chart in Appendix P of the Texas Education Data Standards. When reporting assessment data, districts should submit CTE program information that reflects a student's CTE status at the time of testing.
identified will receive the following message if they attempt to access the report: “A PBM Student Assessment Data Validation District Report is not available for your district (number: xxx) due to any of the following reasons: (a) your district did not trigger any indicators in the PBM Student Assessment Data Validation System; (b) your district did not meet minimum size requirements for evaluation under certain indicators; or (c) your district did not report any student assessment data and therefore was not evaluated in the PBM Student Assessment Data Validation System.”

If a district has been identified on an indicator, relevant information such as the number of instances where specific coding was identified will be noted on each district’s report. Only the indicators a district triggers will be listed on the report. For example, in the sample report that follows, only certain indicators are listed because the sample district only triggered the specific indicators shown.
Sample Report

DATA SOURCES:

INDICATORS 1-10 = SPRING 2016 STAAR 3-8 DATA AND FALL 2015 AND SPRING 2016 STAAR EOC DATA
INDICATOR 11 = SPRING 2016 STAAR 3-8 DATA
INDICATOR 12 = SPRING 2016 TELPAS DATA
INDICATOR 13 = PEIMS SUMMER SUBMISSION 2016 (415 Record) AND FALL 2015, SPRING 2016, AND SUMMER 2016 STAAR EOC DATA
INDICATOR 14 = PEIMS FALL SUBMISSION 2015 (101 Record) AND FALL 2015 AND SPRING 2016 STAAR EOC DATA

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2016 STATE RATE</th>
<th>2016 DISTRICT RATE</th>
<th>2016 NUMERATOR</th>
<th>2016 DENOMINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. STAAR 3-8 OTHER RATE (READING)</td>
<td>15.3</td>
<td>19</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>13. STAAR EOC TEST PARTICIPATION RATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13(i)</td>
<td>TBD</td>
<td>3.2</td>
<td>339</td>
<td>10674</td>
</tr>
<tr>
<td>7(ii) AFRICAN AMERICAN</td>
<td>TBD</td>
<td>15.3</td>
<td>19</td>
<td>124</td>
</tr>
<tr>
<td>13(iii) ALGEBRA I</td>
<td>TBD</td>
<td>1.5</td>
<td>157</td>
<td></td>
</tr>
<tr>
<td>ABSENT</td>
<td>TBD</td>
<td>1.6</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>**</td>
<td>TBD</td>
<td>0.1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)</td>
<td>TBD</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBSTITUTE ASSESSMENT</td>
<td>TBD</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIAL TESTING PROVISIONS</td>
<td>TBD</td>
<td>0.0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MEDICAL EXCEPTION</td>
<td>TBD</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NO AUTHENTIC ACADEMIC RESPONSE (NAAR)</td>
<td>TBD</td>
<td>0.0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

14. DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED | TBD | 55.8 | 217 | 389 |

**Denotes that the district was selected for this component of the STAAR EOC Test Participation Rate Indicator.

This report contains confidential information and data that are not masked to protect individual student confidentiality. Unauthorized disclosure of confidential student information is illegal as provided in the Family Educational Rights and Privacy Act of 1974 (FERPA) and implementing federal regulations found in 34 CFR, Part 99.

For detailed information on each of the indicators above, see the 2016 Student Assessment Data Validation Manual available at http://tea.texas.gov/pbm/DVManuals.aspx.
The data in the sample report can be interpreted as follows:

**STAAR 3-8 OTHER RATE (READING):** The sample district’s other rate on the spring 2016 reading test was 15.3 percent. (Of 124 total answer documents, 19 were coded other.)

**STAAR EOC TEST PARTICIPATION RATE:** The sample district’s overall Not Found, Absent, and Other rate on the spring 2016 Algebra I EOC test was 3.2 percent. (Of 10,674 total course completers, 339 of them were Not Found, Absent, marked Other, or coded with a STAAR Alternate 2 Special Testing Provision on the spring 2016 Algebra I EOC test. Specifically, the sample district was selected for its 1.6 percent absence rate, as denoted by ** on the sample report.)

**DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED:** The sample district’s CTE discrepancy rate was 55.8 percent. (Of the 389 students coded with CTE Indicator Code 2 or 3 in PEIMS in fall 2015 and tested on STAAR EOC in fall 2015 or spring 2016, 217 were not coded with CTE Indicator Code 2 or 3 on the fall 2015 or spring 2016 STAAR EOC answer documents.)

### Data Validation Requirements for Districts

The School Improvement (SI) Division will notify each district selected for a PBM student assessment data validation intervention via the Intervention Stage and Activity Manager (ISAM) application located within TEASE. The SI Division will inform districts that intervention stages have been posted to ISAM by posting a “To the Administrator Addressed” letter on the TEA web page for correspondence or sending a “To the Administrator Addressed” letter via electronic mail or first-class mail. It is the district’s obligation to access the correspondence from the SI Division by (a) subscribing to the listserv for “To the Administrator Addressed” correspondence; and (b) accessing the ISAM system as directed to retrieve intervention instructions and information. Superintendents should ensure that appropriate student assessment contacts have access to TEASE and know how to sign up for “To the Administrator Addressed” updates in order to receive pertinent communications. Questions about performance-based monitoring interventions should be directed to the School Improvement Division at Sldivision@tea.texas.gov or (512) 463-5226.

---

3 The state rates are listed as “To Be Determined” (TBD) on the sample report but will appear as actual rates on each district’s report.
Section II:
2016 Student Assessment Data Validation Indicators
Student Assessment Data Validation Indicator #1(i-xi): STAAR 3-8 Absent Rate (Mathematics)

This indicator evaluates districts’ reporting of students as **Absent** for the mathematics test.

**Calculation**

\[
\frac{\text{number of [student group i-xi] STAAR grades 3-8 mathematics test absences}}{\text{number of [student group i-xi] STAAR grades 3-8 mathematics test answer documents}}
\]

**Minimum Size Requirements and Other Criteria**

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

**Notes**

- The STAAR 3-8 Absent Rate (Mathematics) is based on STAAR, STAAR A, STAAR Spanish, STAAR L, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an Algebra I course for the first-time in 2015-2016 or for whom a valid Algebra I STAAR EOC test answer document was found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #1(i): All Students
  - #1(ii): African American Students
  - #1(iii): American Indian Students
  - #1(iv): Asian Students
  - #1(v): Hispanic Students
  - #1(vi): Pacific Islander Students
  - #1(vii): White Students
  - #1(viii): Students with Two or More Races
  - #1(ix): Economically Disadvantaged Students
  - #1(x): English Language Learners
  - #1(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #2(i-xi): STAAR 3-8 Absent Rate (Reading)

This indicator evaluates districts’ reporting of students as **Absent** for the reading test.

**Calculation**

\[
\frac{\text{number of [student group i-xi] STAAR grades 3-8 reading test absences}}{\text{number of [student group i-xi] STAAR grades 3-8 reading test answer documents}}
\]

**Minimum Size Requirements and Other Criteria**

- Denominator $\geq 30$
- Numerator $\geq 10$
- Test Administrations: Fall 2015 and Spring 2016

**Notes**

- The STAAR 3-8 Absent Rate (Reading) is based on STAAR, STAAR A, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first time in 2015-2016 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #2(i): All Students
  - #2(ii): African American Students
  - #2(iii): American Indian Students
  - #2(iv): Asian Students
  - #2(v): Hispanic Students
  - #2(vi): Pacific Islander Students
  - #2(vii): White Students
  - #2(viii): Students with Two or More Races
  - #2(ix): Economically Disadvantaged Students
  - #2(x): English Language Learners
  - #2(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #3(i-xi): STAAR 3-8 Absent Rate (Science)

This indicator evaluates districts’ reporting of students as **Absent** for the science test.

**Calculation**

\[
\frac{\text{number of [student group i-xi] STAAR grades 5 and 8 science test absences}}{\text{number of [student group i-xi] STAAR grades 5 and 8 science test answer documents}}
\]

**Minimum Size Requirements and Other Criteria**

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

**Notes**

- The STAAR 3-8 Absent Rate (Science) is based on STAAR, STAAR A, STAAR Spanish, STAAR L, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed a Biology course for the first-time in 2015-2016 or for whom a valid Biology STAAR EOC test answer document was found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #3(i): All Students
  - #3(ii): African American Students
  - #3(iii): American Indian Students
  - #3(iv): Asian Students
  - #3(v): Hispanic Students
  - #3(vi): Pacific Islander Students
  - #3(vii): White Students
  - #3(viii): Students with Two or More Races
  - #3(ix): Economically Disadvantaged Students
  - #3(x): English Language Learners
  - #3(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #4(i-xi): STAAR 3-8 Absent Rate (Social Studies)

This indicator evaluates districts’ reporting of students as ABSENT for the social studies test.

Calculation

\[
\frac{\text{number of [student group i-xi] STAAR grade 8 social studies test absences}}{\text{number of [student group i-xi] STAAR grade 8 social studies test answer documents}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

Notes

- The STAAR 3-8 Absent Rate (Social Studies) is based on STAAR, STAAR A, STAAR L, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed a U.S. History course for the first time in 2015-2016 or for whom a valid U.S. History STAAR EOC test answer document was found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #4(i): All Students
  - #4(ii): African American Students
  - #4(iii): American Indian Students
  - #4(iv): Asian Students
  - #4(v): Hispanic Students
  - #4(vi): Pacific Islander Students
  - #4(vii): White Students
  - #4(viii): Students with Two or More Races
  - #4(ix): Economically Disadvantaged Students
  - #4(x): English Language Learners
  - #4(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #5(i-xi): STAAR 3-8 Absent Rate (Writing)

This indicator evaluates districts’ reporting of students as ABSENT for the writing test.

Calculation

\[
\frac{\text{number of [student group i-xi] STAAR grades 4 and 7 writing test absences}}{\text{number of [student group i-xi] STAAR grades 4 and 7 writing test answer documents}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

Notes

- The STAAR 3-8 Absent Rate (Writing) is based on STAAR, STAAR A, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first time in 2015-2016 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #5(i): All Students
  - #5(ii): African American Students
  - #5(iii): American Indian Students
  - #5(iv): Asian Students
  - #5(v): Hispanic Students
  - #5(vi): Pacific Islander Students
  - #5(vii): White Students
  - #5(viii): Students with Two or More Races
  - #5(ix): Economically Disadvantaged Students
  - #5(x): English Language Learners
  - #5(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #6(i-xi): STAAR 3-8 Other Rate (Mathematics)

This indicator evaluates districts’ reporting of students as OTHER for the mathematics test.

**Calculation**

\[
\frac{\text{number of [student group i-xi] STAAR grades 3-8 mathematics test others}}{\text{number of [student group i-xi] STAAR grades 3-8 mathematics test answer documents}}
\]

**Minimum Size Requirements and Other Criteria**

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

**Notes**

- The STAAR 3-8 Other Rate (Mathematics) is based on STAAR, STAAR A, STAAR Spanish, STAAR L, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an Algebra I course for the first-time in 2015-2016 or for whom a valid Algebra I STAAR EOC test answer document was found are not included in this indicator.
- Unschooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
  - #6(i): All Students
  - #6(ii): African American Students
  - #6(iii): American Indian Students
  - #6(iv): Asian Students
  - #6(v): Hispanic Students
  - #6(vi): Pacific Islander Students
  - #6(vii): White Students
  - #6(viii): Students with Two or More Races
  - #6(ix): Economically Disadvantaged Students
  - #6(x): English Language Learners
  - #6(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #7(i-xi): STAAR 3-8 Other Rate (Reading)

This indicator evaluates districts’ reporting of students as OTHER for the reading test.

Calculation

\[
\frac{\text{number of [student group i-xi] STAAR grades 3-8 reading test others}}{\text{number of [student group i-xi] STAAR grades 3-8 reading test answer documents}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

Notes

- The STAAR 3-8 Other Rate (Reading) is based on STAAR, STAAR A, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first-time in 2015-2016 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- Un schooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
  - #7(i): All Students
  - #7(ii): African American Students
  - #7(iii): American Indian Students
  - #7(iv): Asian Students
  - #7(v): Hispanic Students
  - #7(vi): Pacific Islander Students
  - #7(vii): White Students
  - #7(viii): Students with Two or More Races
  - #7(ix): Economically Disadvantaged Students
  - #7(x): English Language Learners
  - #7(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #8(i-xi): STAAR 3-8 Other Rate (Science)

This indicator evaluates districts’ reporting of students as OTHER for the science test.

Calculation

\[
\frac{\text{number of [student group i-xi] STAAR grades 5 and 8 science test others}}{\text{number of [student group i-xi] STAAR grades 5 and 8 science test answer documents}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

Notes

- The STAAR 3-8 Other Rate (Science) is based on STAAR, STAAR A, STAAR Spanish, STAAR L, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed a Biology course for the first-time in 2015-2016 or for whom a valid Biology STAAR EOC test answer document was found are not included in this indicator.
- Unschooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
  - #8(i): All Students
  - #8(ii): African American Students
  - #8(iii): American Indian Students
  - #8(iv): Asian Students
  - #8(v): Hispanic Students
  - #8(vi): Pacific Islander Students
  - #8(vii): White Students
  - #8(viii): Students with Two or More Races
  - #8(ix): Economically Disadvantaged Students
  - #8(x): English Language Learners
  - #8(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #9(i-xi): STAAR 3-8 Other Rate (Social Studies)

This indicator evaluates districts’ reporting of students as OTHER for the social studies test.

Calculation

\[
\frac{\text{number of [student group i-xi] STAAR grade 8 social studies test others}}{\text{number of [student group i-xi] STAAR grade 8 social studies test answer documents}}
\]

Minimum Size Requirements and Other Criteria

- Denominator \( \geq 30 \)
- Numerator \( \geq 10 \)
- Test Administrations: Fall 2015 and Spring 2016

Notes

- The STAAR 3-8 Other Rate (Social Studies) is based on STAAR, STAAR A, STAAR L, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed a U.S. History course for the first time in 2015-2016 or for whom a valid U.S. History STAAR EOC test answer document was found are not included in this indicator.
- Un schooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
  - #9(i): All Students
  - #9(ii): African American Students
  - #9(iii): American Indian Students
  - #9(iv): Asian Students
  - #9(v): Hispanic Students
  - #9(vi): Pacific Islander Students
  - #9(vii): White Students
  - #9(viii): Students with Two or More Races
  - #9(ix): Economically Disadvantaged Students
  - #9(x): English Language Learners
  - #9(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #10(i-xi): STAAR 3-8 Other Rate (Writing)

This indicator evaluates districts’ reporting of students as OTHER for the writing test.

Calculation

\[
\frac{\text{number of [student group i-xi] STAAR grades 4 and 7 writing test others}}{\text{number of [student group i-xi] STAAR grades 4 and 7 writing test answer documents}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

Notes

- The STAAR 3-8 Other Rate (Writing) is based on STAAR, STAAR A, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first time in 2015-2016 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- Un schooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
  - #10(i): All Students
  - #10(ii): African American Students
  - #10(iii): American Indian Students
  - #10(iv): Asian Students
  - #10(v): Hispanic Students
  - #10(vi): Pacific Islander Students
  - #10(vii): White Students
  - #10(viii): Students with Two or More Races
  - #10(ix): Economically Disadvantaged Students
  - #10(x): English Language Learners
  - #10(xi): Students Served in Special Education
Student Assessment Data Validation Indicator #11: STAAR Alternate 2 Special Testing Provisions Rate

This indicator evaluates districts’ reporting of students as MEDICAL EXCEPTION or NO AUTHENTIC ACADEMIC RESPONSE for the STAAR Alternate 2.

Calculation

\[
\frac{\text{number of students reported with a Medical Exception or No Authentic Academic Response}}{\text{number of students reported with scoring information for the grades 3-8 STAAR Alternate 2 assessment}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2016

Notes

- If the admission, review, and dismissal (ARD) committee determined that a student met the eligibility criteria for STAAR Alternate 2 and the student was considered for either the Medical Exception or No Authentic Academic Response (NAAR) designation, the ARD committee must have ensured the student met the eligibility requirements for those designations as provided by the Student Assessment Division.
- Students qualifying for a Medical Exception or NAAR designation were not required to participate in the administration of STAAR Alternate 2 for any course or subject for which they were enrolled during that year.
- Districts’ reports will include the total count of special testing provisions disaggregated by Medical Exception and NAAR.
Student Assessment Data Validation Indicator #12: TELPAS Reading Participation Rate

This indicator evaluates districts’ reporting of students as not participating in the TELPAS reading test during the testing window.

Calculation

\[
\text{Calculate} = \frac{\text{number of TELPAS 2-12 reading test absences and others}}{\text{number of TELPAS 2-12 reading test records}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2016

Notes

- Students take the TELPAS reading test online during a multi-week spring assessment window.
- All English language learners (ELLs) are required to participate in TELPAS, including students classified as limited English proficient (LEP) in PEIMS whose parents have declined bilingual education/English as a second language (ESL) program services. ELLs are required to be assessed annually until they meet bilingual education/ESL program exit criteria and are reclassified as non-LEP.
- Additional information on TELPAS, including details about those students whose admission, review, and dismissal (ARD) committees determine will not participate in the TELPAS assessment in the specified domain(s), can be found in each year’s District and Campus Coordinator Manual.
Student Assessment Data Validation Indicator #13(i-v): STAAR EOC Test Participation Rate

This indicator evaluates discrepancies between course completion data and STAAR EOC test participation.

Calculation

\[
\frac{\text{number of STAAR students for whom a corresponding STAAR EOC assessment was not found or was coded absent, other, Medical Exception, or No Authentic Academic Response}}{\text{number of STAAR students who completed a course for which a STAAR EOC assessment is required}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015, Spring 2016, and Summer 2016
- Applicable PEIMS Collections: Summer 2016 (415 Record)

Notes

- This indicator is calculated for the following EOC assessments:
  - #13(i): Algebra I
  - #13(ii): English I
  - #13(iii): English II
  - #13(iv): Biology
  - #13(v): U.S. History
- Districts may be identified under this indicator for one or more of the numerator’s components.
- Districts’ reports will include the following disaggregated counts as applicable:
  - high school equivalency program (HSEP) and substitute assessment for documents coded other; and
  - Medical Exception and No Authentic Academic Response (NAAR) for documents coded with the STAAR Alternate 2 special testing provisions.
Student Assessment Data Validation Indicator #14: Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted

This indicator evaluates districts with a significant discrepancy between the number of students reported with CTE Indicator Code “2” (Coherent Sequence) or “3” (Tech Prep) in PEIMS but not coded with CTE Indicator Code “2” or “3” on the STAAR EOC answer documents.

Calculation

\[
\frac{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS but not coded with CTE Indicator Code "2" or "3" on the STAAR EOC answer documents}}{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS and tested on STAAR EOC}}
\]

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016
- Applicable PEIMS Collections: Fall 2015 (101 Record)

Notes

- PEIMS CTE status should be reported by districts based on the CTE Indicator Code Fall Snapshot Decision Chart in Appendix P of the Texas Education Data Standards.
- STAAR CTE status should be reported by districts with CTE program information that reflects a student’s CTE status at the time of testing.
Appendix: A – ESC Performance-Based Monitoring Contacts
ESC Performance-Based Monitoring Contacts are updated by each ESC and can be found at http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx, using the Search RESC’s function.

<table>
<thead>
<tr>
<th>Full Name</th>
<th>Region</th>
<th>City</th>
<th>Phone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELINDA GORENA</td>
<td>1</td>
<td>EDINBURG</td>
<td>(956) 984-6173</td>
<td><a href="mailto:bgorena@esc1.net">bgorena@esc1.net</a></td>
</tr>
<tr>
<td>DAN BAEN</td>
<td>2</td>
<td>CORPUS CHRISTI</td>
<td>(361) 561-8415</td>
<td><a href="mailto:dan.baen@esc2.us">dan.baen@esc2.us</a></td>
</tr>
<tr>
<td>GEOFFREY RICKERHAUSER</td>
<td>2</td>
<td>CORPUS CHRISTI</td>
<td>(361) 561-8422</td>
<td><a href="mailto:geoffrey.rickerhauser@esc2.us">geoffrey.rickerhauser@esc2.us</a></td>
</tr>
<tr>
<td>NORMA TORRES-MARTINEZ</td>
<td>2</td>
<td>CORPUS CHRISTI</td>
<td>(361) 561-8407</td>
<td><a href="mailto:norma.torres-martinez@esc2.us">norma.torres-martinez@esc2.us</a></td>
</tr>
<tr>
<td>LISA HERNANDEZ</td>
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<td>VICTORIA</td>
<td>(361) 573-0731 ext:270</td>
<td><a href="mailto:lhernandez@esc3.net">lhernandez@esc3.net</a></td>
</tr>
<tr>
<td>BRENDA O’BANNION</td>
<td>3</td>
<td>VICTORIA</td>
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<td><a href="mailto:bobannion@esc3.net">bobannion@esc3.net</a></td>
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<tr>
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<tr>
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<tr>
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<td>JESSICA HASSELL</td>
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<tr>
<td>TALLY STOUT</td>
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<tr>
<td>JAYNE TAVENNER</td>
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<tr>
<td>BEVERLY BERAN</td>
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<td><a href="mailto:bberan@esc7.net">bberan@esc7.net</a></td>
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<tr>
<td>MS SHIRLEY AGAN</td>
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<tr>
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<tr>
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<td>MS CAROL CARTER</td>
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<tr>
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<tr>
<td>GRETCHE KROOS</td>
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<tr>
<td>DIANA DIRK</td>
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<td>JENNIFER WOMACK</td>
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</tr>
<tr>
<td>TAMARA MCGAUGHEY</td>
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<td>ABILENE</td>
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<td><a href="mailto:tmngaughrey@esc14.net">tmngaughrey@esc14.net</a></td>
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<tr>
<td>EMILIA MORENO</td>
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<td>ABILENE</td>
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<td><a href="mailto:emorenos@esc14.net">emorenos@esc14.net</a></td>
</tr>
<tr>
<td>DAVID BEDFORD</td>
<td>15</td>
<td>SAN ANGELO</td>
<td>(325) 658-6571 ext:4023</td>
<td><a href="mailto:david.bedford@esc15.net">david.bedford@esc15.net</a></td>
</tr>
<tr>
<td>LAURA STRUBE</td>
<td>15</td>
<td>SAN ANGELO</td>
<td>(325) 658-6571 ext:4065</td>
<td><a href="mailto:laura.strube@esc15.net">laura.strube@esc15.net</a></td>
</tr>
<tr>
<td>SHIRLEY CLARK</td>
<td>16</td>
<td>AMARILLO</td>
<td>(806) 677-5130</td>
<td><a href="mailto:shirley.clark@esc16.net">shirley.clark@esc16.net</a></td>
</tr>
<tr>
<td>JENNIFER DE LEON</td>
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<td>LUBBOCK</td>
<td>(806) 281-5889</td>
<td><a href="mailto:jdeleon@esc17.net">jdeleon@esc17.net</a></td>
</tr>
<tr>
<td>Full Name</td>
<td>Region</td>
<td>City</td>
<td>Phone</td>
<td>Email Address</td>
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</tr>
<tr>
<td>CYNTHIA BAYUK-BISHOP</td>
<td>18</td>
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</tbody>
</table>

The performance-based monitoring contact information for Appendix A is provided by each education service center (ESC). If contact information is missing, call the ESC main number listed at [http://tea.texas.gov/regional_services/esc](http://tea.texas.gov/regional_services/esc) for assistance.
# Appendix: B – Comments and Questions

## COMMENTS AND QUESTIONS

<table>
<thead>
<tr>
<th>Questions about the 2016 Student Assessment Data Validation Indicators should be addressed to:</th>
<th>Questions about Interventions, including ISAM inquiries should be addressed to:</th>
</tr>
</thead>
</table>
| **Performance-Based Monitoring**  
Phone: (512) 936-6426  
Email: pbm@tea.texas.gov | **School Improvement**  
Phone: (512) 463-5226  
Email: Sidivision@tea.texas.gov |

Comments on the 2016 Student Assessment Data Validation Indicators are welcome and will assist the agency in its evaluation and future development efforts. Comments may be submitted to Rachel Harrington, Director, Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to pbm@tea.texas.gov. Comments should be provided no later than March 14, 2017, in order to allow sufficient time for consideration in the 2017 data validation development cycle.