
2015 Student Assessment Data Validation Manual

Texas Education Agency

Department of Assessment and Accountability
Division of Performance Reporting

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Section I: Introduction

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 (STAAR¹) 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			
Indicator Type	Result	Evaluation Criteria	District Response
Student Assessment Data Validation	Suggests an anomaly	Based on annual review of data to identify anomalous data and trends observed over time	Validate accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
PBMAS	Yields a definitive result	Based on cut points established in advance	Improve performance or program effectiveness or if identification occurred because of inaccurate data, improve data collection and submission procedures

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 calls 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 shall 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), 39.056, 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 2015 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 Absent Rate
- 13. TELPAS Reading Other Rate
- 14(i-v). STAAR EOC Test Participation Rate
- 15. Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted

Data Sources

The 2015 student assessment data validation analysis for the indicators listed above is based on student assessment data from the 2014-2015 school year. Indicator #14 also includes PEIMS course completion data (415 Record) from the summer 2015 submission, and Indicator #15 includes PEIMS student demographic data (101 Record) from the fall 2014 submission².

² When reporting CTE students in the PEIMS fall submission, districts should follow the CTE Indicator Code Fall Snapshot Decision Chart in Section 2 of the *PEIMS Data Standards*. When reporting assessment data, districts should submit CTE program information that reflects a student's CTE status at the time of testing.

Data Validation Reports

District-level reports and certain student-level data will be generated for each district identified on one or more of the 2015 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 identified will receive the following message if they attempt to access the report: *“A PBM Student Assessment Data Validation 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

CONFIDENTIAL
Texas Education Agency
2015 PBM Data Validation District Report
Student Assessment Data

Example ISD

Region ZZ

DATA SOURCES:

INDICATORS 1-11 = SPRING 2015 STAAR 3-8 DATA AND FALL 2014 AND SPRING 2015 STAAR EOC DATA
 INDICATORS 12-13 = SPRING 2015 TELPAS DATA
 INDICATOR 14 = PEIMS SUMMER SUBMISSION 2015 (415 Record) AND FALL 2014, SPRING 2015, AND SUMMER 2015 STAAR EOC DATA
 INDICATOR 15 = PEIMS FALL SUBMISSION 2014 (101 Record) AND FALL 2014 AND SPRING 2015 STAAR EOC DATA

<u>INDICATOR</u>	<u>2015 STATE RATE</u>	<u>2015 DISTRICT RATE</u>	<u>2015 NUMERATOR</u>	<u>2015 DENOMINATOR</u>
7. STAAR 3-8 OTHER RATE (READING) 7(ii) AFRICAN AMERICAN	TBD	15.3	19	124
12. TELPAS READING ABSENT RATE	TBD	28.1	25	89
15. DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED	TBD	55.8	217	389

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 2015 Student Assessment Data Validation Manual available at <http://tea.texas.gov/pbm/DVManuals.aspx>.

The data in the sample report can be interpreted as follows³:

STAAR 3-8 OTHER RATE (READING): The sample district's other rate on the spring 2015 reading test was 15.3 percent. (Of 124 total answer documents, 19 were coded other.)

TELPAS READING ABSENT RATE: The sample district's student absence rate on the spring 2015 TELPAS reading test was 28.1 percent. (Of 89 total testing records, 25 were coded absent.)

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 2014 and tested on STAAR EOC in fall 2014 or spring 2015, 217 were not coded with CTE Indicator Code 2 or 3 on the fall 2014 or spring 2015 STAAR EOC answer documents.)

Data Validation Requirements for Districts

The Program Monitoring and Interventions (PMI) 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 PMI 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 PMI 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 Program Monitoring and Interventions Division at PMIdivision@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:
2015 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 2014 and Spring 2015

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 2014-2015 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2014 and Spring 2015

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 2014-2015 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 2014 and Spring 2015

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 2014-2015 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 2014 and Spring 2015

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 2014-2015 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 2014 and Spring 2015

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 2014-2015 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 2014 and Spring 2015

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 2014-2015 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 2014 and Spring 2015

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 2014-2015 or for whom a valid English I and English II STAAR EOC test answer document were 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:
 - #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 2014 and Spring 2015

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 2014-2015 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2014 and Spring 2015

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 2014-2015 or for whom a valid U.S. History 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:
 - #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 2014 and Spring 2015

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 2014-2015 or for whom a valid English I and English II STAAR EOC test answer document were 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:
 - #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

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2015

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 Absent Rate

This indicator evaluates districts' reporting of students as **ABSENT** for the TELPAS reading test throughout the testing window.

Calculation

$$\frac{\text{number of TELPAS 2-12 reading test absences}}{\text{number of TELPAS 2-12 reading test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2015

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: TELPAS Reading Other Rate

This indicator evaluates districts' reporting of students as **OTHER** for the TELPAS reading test.

Calculation

$$\frac{\text{number of TELPAS 2-12 reading test others}}{\text{number of TELPAS 2-12 reading test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2015

Notes

- Students take the TELPAS reading test online during a multi-week spring assessment window.
- All ELLs are required to participate in TELPAS, including students classified as LEP in PEIMS whose parents have declined bilingual education/ 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 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 #14(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 2014, Spring 2015, and Summer 2015
- Applicable PEIMS Collections: Summer 2015 (415 Record)

Notes

- This indicator is calculated for the following EOC assessments:
 - #14(i): Algebra I
 - #14(ii): English I
 - #14(iii): English II
 - #14(iv): Biology
 - #14(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 #15: 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 2014 and Spring 2015
- Applicable PEIMS Collections: Fall 2014 (101 Record)

Notes

- PEIMS CTE status should be reported by districts based on the CTE Indicator Code Fall Snapshot Decision Chart in Section 2 of the *PEIMS 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.

Section III: Appendices

Appendix: A – ESC Performance-Based Monitoring Contacts

ESC Performance-Based Monitoring Contacts are updated by each ESC and can be found at <http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
DAN BAEN	2	CORPUS CHRISTI	(361) 561-8415	dan.baen@esc2.us
GEOFFREY RICKERHAUSER	2	CORPUS CHRISTI	(361) 561-8422	geoffrey.rickerhauser@esc2.us
NORMA TORRES-MARTINEZ	2	CORPUS CHRISTI	(361) 561-8407	norma.torres-martinez@esc2.us
LISA HERNANDEZ	3	VICTORIA	(361) 573-0731 ext:270	lhernandez@esc3.net
BRENDA O'BANNION	3	VICTORIA	(361) 573-0731 ext:212	bobannion@esc3.net
BEVERLY WYATT	3	VICTORIA	(361) 573-0731 ext:245	bwyatt@esc3.net
RICHARD BLAIR	4	HOUSTON	(713) 744-6596	richard.blair@esc4.net
DR EDNA FORTE	4	HOUSTON	(713) 744-6358	edna.forte@esc4.net
DR LINDA HALL	4	HOUSTON	(713) 744-6399	lhall@esc4.net
JERRY KLEKOTTA	4	HOUSTON	(713) 744-6393	gklekotta@esc4.net
DANETTE THORNTON	4	HOUSTON	(713) 744-6578	danette.thornton@esc4.net
MONICA MAHFOUZ	5	BEAUMONT	(409) 951-1702	mmahfouz@esc5.net
TERESA ANDERSON	6	HUNTSVILLE	(936) 435-8250	tanderson@esc6.net
SANDY CAMMARATA-GARCIA	6	HUNTSVILLE	(936) 435-8235	sgarcia@esc6.net
JESSICA HASSELL	6	HUNTSVILLE	(936) 435-8355	JHASSELL@ESC6.NET
TALLY STOUT	6	HUNTSVILLE	(936) 435-8371	TSTOUT@ESC6.NET
JAYNE TAVENNER	6	HUNTSVILLE	(936) 435-8242	jtavenner@esc6.net
BEVERLY BERAN	7	KILGORE	(903) 988-6910	bberan@esc7.net
MS PAM ALBRITTON	8	MT PLEASANT	(903) 572-8551 ext:2762	palbritton@reg8.net
MR LEONARD BELES	8	MT PLEASANT	(903) 572-8551 ext:2740	lbeles@reg8.net
MS KERRI BOWLES	8	MT PLEASANT	(903) 572-8551 ext:2720	kbowles@reg8.net
MS CAROL CARTER	8	MT PLEASANT	(903) 572-8551 ext:2647	ccarter@reg8.net
MS DEBBIE DREW	8	MT PLEASANT	(903) 575-2713	ddrew@reg8.net
MS KAREN J THOMPSON	8	MT PLEASANT	(903) 572-8551 ext:2616	karen.thompson@reg8.net
DARREN FRANCIS	9	WICHITA FALLS	(940) 322-6928 ext:302	darren.francis@esc9.net
KENNY MILLER	9	WICHITA FALLS	(940) 322-6928	kenny.miller@esc9.net
CINDY MOSES	9	WICHITA FALLS	(940) 322-6928	cindy.moses@esc9.net
MICKI WESLEY	9	WICHITA FALLS	(940) 322-6928	micki.wesley@esc9.net
JOHN DAVID	10	RICHARDSON	(972) 348-1522	john.david@region10.org
ROSEMARY MANGES	10	RICHARDSON	(972) 348-1586	rosemary.manges@region10.org
MRS MYRA SCRABECK	10	RICHARDSON	(972) 348-1340	Myra.scrabeck@region10.org
NAME NAME	11	WHITE SETTLEMENT	(817) 740-7579	bneeley@esc11.net
CARIE DOWNES	12	WACO	(254) 297-1252	cdownes@esc12.net
CHRIS GRIFFIN	12	WACO	(254) 297-1163	cgriffin@esc12.net
ELLEN HOGAN	12	WACO	(254) 297-1195	ehogan@esc12.net
CHRISTINE HOLECEK	12	WACO	(254) 297-1284	cholecek@esc12.net
STEPHANIE KUCERA	12	WACO	(254) 297-1154	skucera@esc12.net
BILL TARLETON	12	WACO	(254) 297-1158	btarleton@esc12.net
JENNIFER WOMACK	13	AUSTIN	(512) 919-5308	jennifer.womack@esc13.txed.net
TAMARA MCGAUGHEY	14	ABILENE	(325) 675-8616	tmcgaughey@esc14.net
EMILIA MORENO	14	ABILENE	(325) 675-8674	emoreno@esc14.net
LAURA STRUBE	15	SAN ANGELO	(325) 658-6571 ext:4065	laura.strube@esc15.net
SHIRLEY CLARK	16	AMARILLO	(806) 677-5130	shirley.clark@esc16.net
JENNIFER DE LEON	17	LUBBOCK	(806) 281-5889	jdeleon@esc17.net
CYNTHIA BAYUK-BISHOP	18	MIDLAND	(432) 561-4305	cbayuk@esc18.net
LEE LENTZ-EDWARDS	18	MIDLAND	(432) 563-2380	llentz@esc18.net
INDHIRA SALAZAR	18	MIDLAND	(432) 567-3275	isalazar@esc18.net
PATRICK SHAFFER	18	MIDLAND	(432) 561-4323	pcshaffer@ESC18.NET
JAMYE SWINFORD	18	MIDLAND	(432) 561-4350	jswinfor@esc18.net

Full Name	Region	City	Phone	Email Address
DR MARIA LUISA NIESTAS	19	EL PASO	(915) 780-6551	mlniestas@esc19.net
REBECCA ONTIVEROS	19	EL PASO	(915) 780-5093	rontiveros@esc19.net
SAMANTHA GALLEGOS	20	SAN ANTONIO	(210) 370-5481	samantha.gallegos@esc20.net

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/ for assistance.

Appendix: B – Comments and Questions

COMMENTS AND QUESTIONS	
Questions about the <i>2015 Student Assessment Data Validation Indicators</i> should be addressed to:	Questions about <i>Interventions</i> , including ISAM inquiries should be addressed to:
Performance-Based Monitoring Phone: (512) 936-6426 Email: pbm@tea.texas.gov	Program Monitoring and Interventions Phone: (512) 463-5226 Email: PMldivision@tea.texas.gov
Comments on the 2015 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, 2016, in order to allow sufficient time for consideration in the 2016 data validation development cycle.	



Texas Education Agency
Performance-Based Monitoring
1701 North Congress Avenue
Austin, Texas 78701-1494