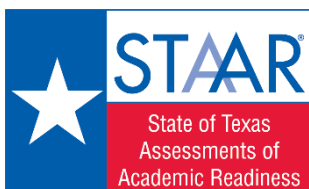


# Private Schools

## Test Administration Information



**2021-2022**



# Table of Contents

Introduction .....	1
Administration of Released Tests .....	1
Administration of the Secure Spring 2022 State Assessments.....	1
Test Security .....	2
Cost Requirements.....	3
Administration Requirements .....	3
Test Administrator Requirements and Testing Schedule.....	4
Resources .....	5
Appendix A: Agreement, Registration, and Cost Information.....	6
Appendix B: Participating Personnel List.....	12
Appendix C: Oaths of Test Security and Confidentiality .....	15
Appendix D: Texas Academic Performance Indicators.....	18

# Introduction

On behalf of the Texas Education Agency (TEA), Texas private schools (which throughout this document also include home schools) may participate on a voluntary basis in the secure spring 2022 state assessments. These assessments include:

- State of Texas Assessments of Academic Readiness (STAAR®) grades 3–8 and end-of-course (EOC)
- STAAR Spanish grades 3–5
- Texas English Language Proficiency Assessment System (TELPAS) grades K–12

Private schools opting to participate may purchase the secure spring 2022 state assessments. As an alternative to administering these tests, private schools also have the option of administering released tests from previous years.

For the 2021–2022 school year, private schools have the option to administer the 2022 secure STAAR tests on paper or online as part of the transition to online assessments. Beginning in 2022–2023, STAAR tests will be administered fully online. TELPAS will continue to be administered online only.

## Administration of Released Tests

TEA releases previously administered tests for STAAR and TELPAS. Some released tests are available in a printable PDF format, some released tests are available in the online testing environment as practice tests, and some are available in both.

Printable PDF versions of STAAR released test forms and answer keys are available free of charge and can be found on the TEA website at [STAAR Released Test Questions](#). Private schools administering the printable PDF versions of the released tests are responsible for scoring the tests.

The online practice tests are released tests that have been previously administered and are available for STAAR and TELPAS. These tests are available free of charge, are automatically scored by the online system, and can be found on the Texas Assessment website at [Practice and Released Tests](#). The copyrighted released test forms, which are no longer secure testing instruments, may be administered at any time. They may be administered to all students or to a subset of students, and all or a partial battery may be given. Private schools administering the released tests are not required to report test results to TEA.

## Administration of the Secure Spring 2022 State Assessments

Chapter 39 of the Texas Education Code (TEC), available on the [Texas Constitution and Statutes](#) website, provides for the voluntary assessment of private-school students with the same secure tests that are administered in Texas public schools. All participating private schools must follow standard procedures for testing.

TEC, [§39.033](#), requires that private schools requesting to administer secure state assessments enter into an agreement with TEA (see Appendix A) and report to the Commissioner of Education indicators of student achievement as described in TEC, [§39.053\(c\)](#) and [§39.301\(c\)](#). The information should be provided using the Texas Academic Performance Data document. This document, and instructions for completing the document, are also included (see Appendix D).

## Test Security

All schools administering the secure state assessments must maintain the security and confidential integrity of the Texas Assessment Program as indicated in TEC, [§39.030](#). Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Private schools must ensure that the only individuals permitted to have access to these materials and information are personnel who meet the requirements to participate in the Texas Assessment Program, have been trained, and have signed an Oath of Test Security and Confidentiality. For additional information, refer to the Test Administrator Requirements and Testing Schedule section.

Private schools must follow all standard administration procedures described in the testing materials and in the [Test Security](#) section of the *District and Campus Coordinator Resources*. Procedures that private schools must follow include but are not limited to:

- verifying that all testing materials boxes have been accounted for and match the shipping notice contained in Box 1 (white box) of the shipment,
- immediately notifying the state's testing contractor, Cambium, of any discrepancies identified between the materials received and the shipping notice,
- placing test booklets and answer documents in secure, limited-access, locked storage when not in use,
- collecting and destroying any online test tickets, scratch paper, graph paper, and reference materials that students wrote on during the test, as well as any recordings,
- requiring that all secure materials have been accounted for and packaged in accordance with the procedures for returning materials, as detailed in the testing materials, and
- maintaining inventory and shipping records (shipping notices, documents used to track the delivery of materials, Materials Control Forms) for five years in the event that a discrepancy arises or the receipt or delivery of materials cannot be confirmed.

# Cost Requirements

Participating private schools must pay to administer the secure state assessments. The cost for each secure assessment may not exceed the per-student cost of administering the same assessment to a student enrolled in a public school. These costs have been approved by the State Board of Education.

In the 2021–2022 school year, private schools have the option to administer the secure spring 2022 STAAR tests on paper or online. The cost for paper and online tests are the same. TELPAS will be administered online only. Refer to Appendix A for a list of the costs per student and test for both STAAR and TELPAS.

When test results have been determined, private schools will receive the same standard reports that public schools receive. (Private schools will not be included in state and summary reports.) The administration cost includes scoring the tests and delivering the standard reports.

# Administration Requirements

All eligible students enrolled in a grade or a course for which the private school is administering a test are required to participate in the administration. For STAAR, schools must administer all the subject-area tests regularly available to all students at a particular grade level or for a particular course. For TELPAS, schools must administer all domains regularly available to all students at a particular grade level.

As part of the agreement, a school must have a state-assigned county-district-campus (CDC) number. If your school does not have a CDC number, submit a request to the TEA's Student Assessment Division via the [Help Desk](#), and one will be provided.

## Administration Agreement

Private schools must complete and provide the Agreement Between the Texas Education Agency and the Private or Home School and Registration Information (refer to Appendix A) to Cambium by **February 11, 2022**. A CDC number is required to complete the agreement. Private schools must also have an established Purchase Order (PO) number to which the tests will be invoiced. Invoicing will be based on the number of paper materials sent or the number of online students who participate. Invoices will be sent after the testing windows close.

## Student Registration

All private school students who will be testing on paper or online must be registered with a temporary ID in [TIDE](#) by **February 17, 2022**. Refer to the How District-level Users Register Students for Testing section in the [TIDE User Guide](#). Private school personnel should use their "DTC" user account for TIDE to register students and create any other necessary user roles at the campus level.

## Paper Administrations

Students testing on paper for STAAR must be registered in TIDE and have their *Test Format* set to "Paper" by February 17. STAAR test materials for paper administrations will be shipped to private schools during the District Delivery of Initial Order Test Materials window for each administration indicated in the [Calendar of Events](#).

## Online Administrations

Students testing online for STAAR or TELPAS must be registered in TIDE and have their *Test Format* set to “Online” by February 17. Testing personnel must create a test session and select the tests to be administered in the session in the Test Administrator Interface of the Test Delivery System (TDS). Specific instructions for creating test sessions can be found in the [TDS User Guide](#).

Each student must have a test ticket and Session ID to log in to an online test. Student test tickets contain the student's first name and temporary ID needed to log in to take an online test. Refer to the *TIDE User Guide* for instructions on how to print student test tickets. Session IDs must also be provided to students (e.g., distribute student test tickets with session ID information; write the session ID on the board).

## Online Testing Infrastructure

The [Minimum System Requirements](#) document provides a listing of the minimum required specifications for devices used for online testing, including supported operating systems, processors, and hardware. Technology staff must

- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the [Secure Browsers](#) webpage;
- follow instructions in the [Quick Guide for Setting Up Your Online Testing Technology](#) regarding firewalls, proxy servers, downloading and installing required software on testing devices, and other technical and system requirements;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at the campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

# Test Administrator Requirements and Testing Schedule

Test administrators must hold valid education credentials (e.g., Texas teacher certificates and permits). Noncertified paraprofessionals currently employed by the private school who routinely work with students in the classroom may serve as test administrators, monitors, or assistants provided they are supervised by a certified professional. Each test administrator or supervising certified professional must submit a copy of his or her teaching credentials as proof of qualification to administer secure tests.

All test administrators, monitors, and assistants, including noncertified paraprofessionals, must be trained and sign an Oath of Test Security and Confidentiality. Private schools must assign an individual to serve as the testing coordinator. The testing coordinator is required to attend

training provided by the local Education Service Center (ESC). It is the private school's responsibility to contact the ESC to learn about training dates and times. The ESC will verify private school test administrator attendance. A certificate of training from the ESC must be provided with other deliverables required by the agreement.

Private schools must identify individuals who will be participating as test administrators or testing coordinators and complete the information requested on the Participating Personnel List included as Appendix B.

Private schools must test on the same dates as public schools, as specified on the TEA Student Assessment Testing Calendar. A complete schedule of testing dates is available on the TEA's [Testing Calendars](#) webpage.

## Resources

There are a number of resources available on TEA's [Student Assessment](#) website to help private schools prepare for the STAAR and TELPAS administrations.

The *Interpreting Assessment Reports* guide can help private schools become familiar with the types of reports available for the assessment program. The guide, hyperlinked by separate assessment programs, is located on the [Interpreting Assessment Reports](#) webpage.

The Glossary for the Texas Academic Performance Report, which is included in the Instructions for Completing the Texas Academic Performance Data (see Appendix D), is available on the TEA's [Texas Academic Performance Reports](#) webpage.

A school's shipment of test materials will include sufficient quantities of administration materials.

Private schools planning to participate in the secure spring 2022 state assessments must return the completed agreements to Cambium by **February 11, 2022**.

Contact TEA's Student Assessment Division via the [Help Desk](#) for additional information about testing private school students.

Private schools are required to complete and return the following information to Cambium at [TXPrivateCampus@cambiumassessment.com](mailto:TXPrivateCampus@cambiumassessment.com):

- the Agreement Between the Texas Education Agency and the Private or Home School (Appendix A)
- the Registration Information with purchase order number (Appendix A)
- the Participating Personnel List and a copy of the participants' teaching credentials (Appendix B)
- verification of testing coordinator security training from the local ESC
- security oaths for the Superintendent or Chief Administrative Officer and the district testing coordinator (Appendix C)
- the Texas Academic Performance Data (Appendix D)



## **Appendix A**

### Agreement, Registration, and Cost Information

# Agreement Between the Texas Education Agency and the Private or Home School

As authorized by Texas Education Code (TEC), §39.033, Voluntary Assessment of Private School Students, \_\_\_\_\_, a private school operating in the State of Texas, hereinafter "Private School," represented by \_\_\_\_\_ enters into the following agreement with the Texas Education Agency, hereinafter "the Agency," to administer an assessment instrument or instruments adopted under Texas Education Code, Chapter 39. This agreement shall be in effect for the spring 2022 administrations and shall permit Private School to administer the April 2022 STAAR, May 2022 STAAR, and spring 2022 TELPAS assessment instruments only on the dates specified in the testing calendar for the specific grades/subjects, courses, and domains to be assessed.

In agreement of payment according to the amounts specified in the Assessment Materials Cost Information, the Agency agrees to provide Private School the testing materials and standard reports specified therein.

Private School agrees to follow the procedures prescribed in the testing materials, and that said procedures are incorporated herein as if set forth in their entirety and form a part of this agreement.

In accordance with TEC, §39.033(b)(1), Private School agrees to provide the commissioner of education the information described by TEC, §39.053(c) and §39.301(c), and further defined by the Texas Academic Performance Indicators document, and by the Texas Academic Performance Data document.

Private School agrees to maintain confidentiality of test items in compliance with TEC, §39.030, and as required in the instructions for administering the assessment instruments. Private School agrees to notify the Texas Education Agency of any violation or suspected violation of test security or confidentiality. Private School further agrees to certify in writing to the commissioner of education that the assessment instruments and test items have been kept secure and that:

- a) no unauthorized person has inspected or viewed any part of the assessment instrument;
- b) no person has in any way copied or reproduced any part of a secure test;
- c) no person has copied or reproduced any part of a student response to a secure test;
- d) no person has revealed any of the contents of the assessment instrument;
- e) no person has corrected or altered student responses to the assessment instrument or provided assistance with responses to the assessment instrument;
- f) no person encouraged or assisted an individual to engage in the conduct described in a–e, preceding; and
- g) all eligible students have been tested according to the guidelines provided in the testing materials.

Private School agrees to require that the assessments be administered only by persons, hereinafter "test administrators," holding valid education credentials (e.g., Texas teacher certificates and permits). Those selected may include teachers, counselors, librarians, substitute teachers, teachers who hold teaching permits or alternative certificates, and other professional educators, whether or not currently employed in the field of education. Private School agrees to ensure that each test administrator has been trained to administer the assessment and is prohibited from deviating from procedures described in the administration instructions. Private School understands that the Agency may, at its option, not allow a private school to participate in an assessment if that school has previously deviated from the procedures

described in the administration instructions or failed to provide the information required by TEC, §39.053(c) and §39.301(c), and that sanctions against professional credentials may be invoked for conduct prohibited by this section.

Private School understands that the prerequisite deliverables listed below must be provided to the state’s testing contractor, Cambium, no later than **February 11, 2022**, and agrees that failure to deliver these items by that date shall render this agreement null and void and no assessment instruments will be provided to Private School.

**Prerequisite Deliverables**

1. This completed agreement, signed by an authorized representative of Private School and submitted to Cambium at [TXPrivateCampus@cambiumassessment.com](mailto:TXPrivateCampus@cambiumassessment.com);
2. The completed Registration Information including payment information to Cambium for invoicing at the rates specified on the Assessment Materials Cost Information;
3. The completed Participating Personnel List and a copy of the participants’ teaching credentials;
4. Verification of testing coordinator security training from the local ESC;
5. A signed Oath of Test Security and Confidentiality for Superintendent or Chief Administrative Officer and District Testing Coordinator; and
6. The completed Texas Academic Performance Data information, which provides the data required for Indicators 3–10, listed in the Texas Academic Performance Indicators section of this test administration information;

Texas Education Agency

Private School

BY: \_\_\_\_\_

FOR: \_\_\_\_\_

PRINTED NAME: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATE: \_\_\_\_\_

# Registration Information

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Street Address: **(No P.O. Boxes)**

Billing Address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Email: \_\_\_\_\_

County-District-Campus Number: ——

An order cannot be shipped without a CDC number. If your school does not have a number assigned, submit a request to the TEA's Student Assessment Division via the Help Desk and a number will be provided to you.

Number of Students Testing:

Paper: \_\_\_\_\_

Online: \_\_\_\_\_

Total testing charges are calculated at the end of the testing windows and are based on the total number of paper test booklets sent (ordered through TIDE) and number of online testers. Cost of each test is listed on the next two pages.

Purchase Order Number:

\_\_\_\_\_

This form cannot be completed without an established purchase order number.

Authorized Signature:

\_\_\_\_\_

Printed Name:

\_\_\_\_\_

Position:

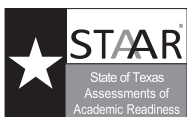
\_\_\_\_\_

Date:

\_\_\_\_\_

Tests are only available for the primary administrations of STAAR and TELPAS. Tests are not available for the June and December STAAR EOC administrations.

# Assessment Materials Cost Information



## STAAR

	<b>PAPER ADMINISTRATION DATES</b>	<b>ONLINE ADMINISTRATION DATES</b>	<b>PRICE PER STUDENT PAPER OR ONLINE</b>
<b>GRADE 3 ENGLISH</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
<b>GRADE 3 SPANISH</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
<b>GRADE 4 ENGLISH</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
<b>GRADE 4 SPANISH</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
<b>GRADE 5 ENGLISH</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
Science	May 12	May 10–May 20	\$5.81
<b>GRADE 5 SPANISH</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
Science	May 12	May 10–May 20	\$5.81
<b>GRADE 6</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
<b>GRADE 7</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
<b>GRADE 8</b>			
Mathematics	May 10	May 10–May 20	\$6.24
Reading	May 11	May 10–May 20	\$7.03
Science	May 5	May 5–May 20	\$5.81
Social Studies	May 6	May 6–May 20	\$5.84
<b>END-OF-COURSE</b>			
English I	April 5	April 5	\$10.50
English II	April 7	April 7	\$10.50
Algebra I	May 3–May 6	May 3–May 13	\$6.24
Biology	May 3–May 6	May 3–May 13	\$5.81
U.S. History	May 3–May 6	May 3–May 13	\$5.84

# Assessment Materials Cost Information



## TELPAS

	<b>ADMINISTRATION DATES</b>	<b>PRICE PER STUDENT</b>
Grades K-1 (all domains)	February 21–April 1	\$9.62
Grade 2 (all domains)	February 21–April 1	\$9.62
Grade 3 (all domains)	February 21–April 1	\$9.62
Grades 4–5 (all domains)	February 21–April 1	\$9.62
Grades 6–7 (all domains)	February 21–April 1	\$9.62
Grades 8–9 (all domains)	February 21–April 1	\$9.62
Grades 10–12 (all domains)	February 21–April 1	\$9.62

## **Appendix B**

### Participating Personnel List

# Participating Personnel List

Complete the information on the chart provided as described below for each person who will access secure test materials; train test administrators and support staff; supervise non-credentialed test administrators; or administer a secure State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, or Texas English Language Proficiency Assessment System (TELPAS) assessment.

- **Name** (First, Last, Middle Initial)
- **Role** (Testing Coordinator, Supervisor of Non-Credentialed Test Administrator, or Test Administrator)
  - **TESTING COORDINATOR**—Testing coordinators are required to attend testing coordinator training provided by their local Education Service Center (ESC) in test security and general testing procedures. Trained testing coordinators must train test administrators and staff involved in handling secure materials and administering the secure assessments. Any certified personnel employed by a school may serve as the testing coordinator; at least one testing coordinator is required.
  - **SUPERVISOR**—Persons not holding current, valid education credentials (e.g., Texas teacher certificates and permits) must be supervised by someone holding such credentials. Supervisors should be aware of their responsibilities toward test administrators.
  - **TEST ADMINISTRATOR**—The secure state assessments must be administered only by persons who have been trained; have signed a test security oath; and who hold valid education credentials (e.g., Texas teacher certificates and permits) or are supervised by someone who holds such credentials. Identify if the person listed is a test administrator (credentialed or not) at your school. If the person listed does not hold valid credentials, also write in the name of the certified personnel who will be supervising him or her during testing.
- **Credentials**
  - **TESTING COORDINATOR**—Indicate that a valid Texas teaching credential is held by the testing coordinator and provide a copy. In addition, contact the local ESC and arrange for the private school testing coordinator to attend training. Verification of ESC training (e.g., a certificate) must be sent to Cambium.
  - **SUPERVISOR**—Supervisors of non-credentialed test administrators must provide a copy of their credentials.
  - **TEST ADMINISTRATOR**—Indicate that a valid Texas teaching credential is held by the test administrator. If not credentialed, ensure that the name of the credentialed individual supervising the test administrator is noted in the Role column.

Attach copies of the valid credentials for test administrators (or supervising administrators) to this list. You may copy the Participating Personnel List as needed.

**NOTE:** All test administrators included on this list must be approved by TEA prior to accessing secure test materials.



## Participating Personnel List

**Name of School** \_\_\_\_\_ **Date** \_\_\_\_\_

List each person who will have access to test materials and identify every role that person will have in the test administration. Credentials, ESC Attendance, and Administration information must be completed for each person listed.

Name	Role	Credentials	ESC Attendance	Administration	
	(Mark all that apply)			(Circle all that apply)	(List all that apply)
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator    Y    N Supervisor                Y    N Test Administrator    Y    N Supervised by: _____	Credentials are attached Y    N	Attended ESC training (verification of training is attached) Y    N	Program STAAR TELPAS	Grade/Subject

## **Appendix C**

### Oaths of Test Security and Confidentiality

2021-2022

## Oath of Test Security and Confidentiality for Superintendent or Chief Administrative Officer

*PART I. Superintendents and Chief Administrative Officers are required to complete this portion of the security oath prior to the first state assessment administration of the school year.*

In accordance with Texas Education Code (TEC), §§39.030, 39.0301, 39.0302, 39.0303, 39.0304; Texas Administrative Code (TAC), §§101.27, 101.3031, 247.2, and 249.15; and state assessment procedures; I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the Texas Assessment Program and do hereby certify the following:

*Check the box for each statement.*

- I understand I am responsible for ensuring compliance with state test administration procedures and training activities.
- I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of the information.
- I understand my obligations to maintain and preserve the security and confidentiality of all state assessments.
- I understand that the school district or charter school is obligated to notify the Texas Education Agency (TEA) Student Assessment Division as soon as it becomes aware of any alleged or suspected violation of the security or confidentiality of a test.
- I am aware of the range of penalties that may result from a violation of test security and confidentiality as indicated in TEC, §39.0303 and TAC, §101.3031, 249.15, and 249.17, including the minimum one year suspension; and I am aware that failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test is itself a violation and could result in sanctions.
- If applicable, I understand that charter school test administrators are not required to be certified; however, any irregularity in the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under the TEC, §12.115(a)(4).

IN WITNESS WHEREOF I affix my hand on this date: \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Signature of Superintendent/Chief Administrative Officer      Printed Name of Superintendent/Chief Administrative Officer

\_\_\_\_\_  
District/Charter Name      County-District Number

Sign and print this form and return a copy with your private school application by February 11, 2022. You are encouraged to print and save a copy of this oath.

**Duplicate this form as needed.**

2021-2022

## Oath of Test Security and Confidentiality for District Testing Coordinator

*PART I. District Testing Coordinators are required to complete this portion of the security oath after receiving training and before handling secure test materials.*

In accordance with Texas Education Code (TEC), §§39.030, 39.0301, 39.0302, 39.0303, 39.0304; Texas Administrative Code (TAC), §§101.27, 101.3031, 247.2, and 249.15; and state assessment procedures; I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the Texas Assessment Program and do hereby certify the following:

*Check the box for each statement.*

- I have received training on the appropriate administration(s) of the state assessments as required by TEC, §39.0304.
- If applicable, I have received test administration training this school year.
- I have read all applicable manuals, directions, and procedures governing the administration of the Texas Assessment Program.
- I will ensure that the appropriate personnel are trained at least once in general test administration policies and procedures, including policies and procedures specific to each administration during this school year.
- I will ensure that the appropriate personnel who are authorized to view secure test content (e.g., oral, braille, or paper with embedded supports administrations; basic or complex transcriptions; etc.) are trained at least once in specific security protocols.
- I will ensure that any noncertified paraprofessionals who are allowed to participate in the Texas Assessment Program will have a certified staff member identified who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to penalty.
- I am aware of the security and confidentiality requirements stated in TAC, §101.3031 (not limited to the following excerpt):
  - (1) All assessment instruments included in the student assessment program are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential.
  - (2) School districts and campuses, the superintendent and campus principals in each school district, open-enrollment charter schools and campuses, and the chief administrative officer and campus principals of each charter school shall:
    - (A) implement and ensure compliance with state test administration procedures and training activities;
    - (B) notify the Texas Education Agency (TEA) as soon as the school district or charter school becomes aware of any alleged or suspected violation of the security or confidential integrity of a test; and
    - (C) report all confirmed testing violations to TEA within 10 working days of the school district or charter school becoming aware of the violation in accordance with the reporting process stipulated in the test administration materials.
- I am aware of the range of penalties that may result from a violation of test security and confidentiality as indicated in TEC, §39.0303 and TAC, §101.3031, 249.15, and 249.17, including the minimum one year suspension; and I am aware that failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test is itself a violation and could result in sanctions.
- I understand the responsibilities and requirements related to my supervisory role in testing.
- I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of the information.
- I understand my obligations to maintain and preserve the security and confidentiality of all state assessments.
- I understand my obligation to report any suspected violations of test security or confidentiality to TEA.
- If applicable, I understand that charter school test administrators are not required to be certified; however, any irregularity in the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under the TEC, §12.115(a)(4).

IN WITNESS WHEREOF I affix my hand on this date: \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature of District Testing Coordinator

\_\_\_\_\_  
Printed Name of District Testing Coordinator

\_\_\_\_\_  
District/Charter Name

\_\_\_\_\_  
County-District Number

Sign and print this form and return a copy with your private school application by February 11, 2022. You are encouraged to print and save a copy of this oath.

**Duplicate this form as needed.**

## **Appendix D**

### Texas Academic Performance Indicators

# Summary of Texas Academic Performance Indicators for Private Schools

This information refers to §39.053 and §39.301 of the Texas Education Code and lists the data requirements for each Texas Academic Performance Indicator. The cited sections of the Texas Education Code can be found at <http://www.statutes.legis.state.tx.us/>.

The following section generally describes the methods by which each indicator is determined. The data for Indicators 3–10 are to be reported in the Texas Academic Performance Data information.

**Indicator 1**—percentage of students meeting the passing standards on the STAAR EOC assessments for each course tested. This information is taken directly from the tests submitted. No additional data are required.

**Indicator 2**—percentage of students meeting the passing standards on STAAR by grade for each subject area tested. This information is taken directly from the tests submitted. No additional data are required.

**Indicator 3**—attendance rates based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculations.

**Indicator 4**—status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*). For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–2017. They are followed through their expected graduation with the class of 2020.

**Indicator 5**—percentage of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), or the Foundation High School Plan with either an Endorsement (FHSP-E) or with Distinguished Level of Achievement (FHSP-DLA).

**Indicator 6**—a count of students who complete and receive credit for at least one advanced course in grades 9–12. Advanced courses include dual enrollment courses.

**Indicator 7**—results of the College Board’s Advanced Placement (AP) examinations and the International Baccalaureate’s (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

**Indicator 8**—the College Board’s SAT and ACT, Inc.’s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an SAT or ACT test more than once, the agency receives the record for the most recent examination taken.

**Indicator 9**—percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation.

**Indicator 10**—percentage of students who enrolled and began instruction at an institution of higher education in the school year following high school graduation and did not require a developmental education course based on the *Texas Success Initiative*.

# Instructions for Completing the TEXAS ACADEMIC PERFORMANCE DATA

The information below is from the Glossary for the Texas Academic Performance Report (TAPR). It will be necessary for private schools to compute each indicator for each group listed across the top of the Texas Academic Performance Data information.

To maintain the confidentiality of individual student performance, use the following rule when computing the averages and percentages required for the indicators: if the number of students in the denominator is fewer than five, write the denominator in the table rather than the average or percentage, and circle the denominator.

**Indicator 1**—the results of STAAR required under Sections 39.023(a), (c), and (l), aggregated by grade level and subject area or course.

Information is taken from the tests submitted and need not be reported separately.

**Indicator 2**—this indicator is the combined percent passing STAAR at the Meets Grade Level standard for all grades for each subject area tested.

Information is taken from the student answer documents and Campus Group Identification sheets and need not be reported separately.

**Indicator 3**—attendance rates reported in the TAPR are based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2019–2020}}{\text{number of days students were in membership in 2019–2020}}$$

Show attendance rates for 2019–2020.

**Indicator 4**—this indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–2017. They are followed through their expected graduation with the class of 2020.



The four values are calculated as follows:

- (1) *Graduated*. Based on the 2016–2017 cohort, this shows the percent who received their high school diploma on time or earlier—by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2020}}{\text{number of students in the 2016–2017 cohort}}$$

- (2) *Received GED*. Based on the 2016–2017 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2020. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2020}}{\text{number of students in the 2016–2017 cohort}}$$

- (3) *Continued High School*. Based on the 2016–2017 cohort, this shows the percentage still enrolled as students in the fall of the 2020–2021 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2020–2021 school year}}{\text{number of students in the 2016–2017 cohort}}$$

- (4) *Dropped Out*. Based on the 2016–2017 cohort, this shows the percentage who dropped out and did not return by the fall of the 2020–2021 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2020–2021 school year}}{\text{number of students in the 2016–2017 cohort}}$$

**Indicator 5**—this indicator shows the percent of graduates who are reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program, the Distinguished Achievement Program, or the Foundation High School Plan with either an Endorsement or a Distinguished Level of Achievement. It is calculated as follows:

$$\frac{\text{number of graduates with graduation codes for Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Plan with either an Endorsement or a Distinguished Level of Achievement}}{\text{number of graduates}}$$

**Indicator 6**—this indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9–12. Advanced courses include dual enrollment courses.

Dual enrollment courses are those for which a student gets both high school and college credit.

The values, expressed as a percent, are calculated as follows:

number of students in grades 9–12 who received credit for at least one advanced or dual enrollment course in 2019–2020

number of students in grades 9–12 who completed at least one course in 2019–2020

**Indicator 7**—these refer to the results of the College Board’s Advanced Placement (AP) examinations and the International Baccalaureate’s (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The following two values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination, any subject:

$$\frac{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}{\text{number of grade 11 and 12 students}}$$

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of grade 11 and 12 examinees with at least one score at or above criterion}}{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}$$

**Indicator 8**—these include the College Board’s SAT and ACT, Inc.’s ACT Assessment.

Two values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

**Indicator 9**—this is the percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2018–2019 school year who attended a public or independent college or university in Texas in the 2019–2020 academic year}}{\text{number of graduates during the 2018–2019 school year}}$$

**Indicator 10**—this indicator shows the percent of students who enrolled and began instruction at an institution of higher education in the school year following high school graduation and did not require a developmental education course based on the *Texas Success Initiative*. The rate is determined as follows:

number of graduates during the 2018–2019 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

*and*

met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics) and therefore were not required to enroll in a developmental education course

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number of graduates during the 2018–2019 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

# TEXAS ACADEMIC PERFORMANCE DATA

## 2020–2021 Campus Performance—Private Schools

School System Name: \_\_\_\_\_

Campus Name: \_\_\_\_\_

County-District-Campus Number:    —    —

INDICATORS 3–10	School Yr/Grad Class	Campus (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ. Disadv.	Limited English Proficient (LEP)
<b>3. Attendance Rate</b>	—											
2019–2020		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>4. 4-Year Longitudinal Rate (Gr 9–12)</b>	—											
Class of 2020												
Graduated		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Received GED		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Continued HS		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Dropped Out		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>5. RHSP/DAP/FHSP-E/FHSP-DLA</b>	—											
Class of 2020		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>6. Advanced Course/ Dual Enrollment Completion</b>	—											
2019–2020		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>7. AP/IB Results</b>	—											
<b>Tested</b>												
2020		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>Examinees &gt;= Criterion</b>												
2020		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>8. SAT/ACT Results</b>	—											
<b>Tested</b>												
Class of 2020		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>At/Above Criterion</b>												
Class of 2020		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>9. Graduates Enrolled in TX Institution of Higher Education (IHE)</b>	—											
2018–2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
<b>10. Graduates in TX IHE Completing One Year Without Remediation</b>	—											
2018–2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

Information for computing Indicators 1 and 2 are taken from the student tests submitted and need not be reported.

