2024 Student Assessment Data Validation Manual

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Section I: Introduction

Annual Data Validation Analyses

The accountability and performance data reporting systems at the Texas Education Agency (TEA) rely on data submitted by Local Education Agencies (LEAs); therefore, the integrity of LEAs' data is critical. To ensure data integrity, annual data validation analyses are conducted to examine LEAs' 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 Performance Indicators

There are key differences between the student assessment data validation indicators used as part of the Annual Data Validation and the performance indicators used in performance systems such as Results Driven Accountability (RDA). A performance indicator yields a *definitive* result, e.g., 60% of an LEA's students in Grade 3 met satisfactory performance on the State of Texas Assessments of Academic Readiness (STAAR[1]) mathematics test. A student assessment data validation indicator typically *suggests* an anomaly exists that may require a local review to determine whether the anomalous data are accurate. For example, an LEA 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 LEA may determine, after a local review and verification process, that the high number of absences can be validated.

Another difference between performance indicators and data validation indicators is the criteria used to evaluate LEAs. In performance system such as RDA, performance indicators include a *range of established cut points* used to evaluate LEAs, 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 are not, and generally cannot be, made public in advance.

The required response by the LEA is also different depending on whether the LEA is identified under a performance indicator or a data validation indicator. LEAs identified with a 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. LEAs identified through 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 LEA's identification occurred because of incorrect data, improve local data collection and submission procedures.

Differences between Student Assessment Data Validation Indicators and Performance Indicators

Indicator Type	Result	Evaluation Criteria	LEA Response
Student Assessment Data Validation	Suggests an anomaly	Based on an annual review of data to identify anomalous data and trends observed over time	Validate the accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
Performance systems such as RDA	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

[1] STAAR® is a registered trademark of the Texas Education Agency.

By their very nature and purpose, some student assessment data validation indicators may identify one or more LEAs 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 accountability and performance data reporting systems.** As such, the process LEAs 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. While all LEAs identified through a student assessment data validation indicator should conduct a local review to validate the accuracy of their data, only some LEAs will be contacted by the agency for a compliance review and **will be asked to share their findings and supporting documentation with the agency.**

Many LEAs 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 LEAs as a routine data confirmation that is documented locally and, if issued a compliance review, communicated back to the agency. Other LEAs 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 responses. For some LEAs 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) which will require a more extensive LEA response.

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. TEC §39.003 allows for special investigations when anomalous data related to reported absences are observed in the administration of the state student assessment program:

> TEC §39.003. Special Investigations. (a) The commissioner may authorize special 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 Texas Student Data System (TSDS) 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 21.006(k), 22.093(1), 22.096, 28.006, 29.001(5), 29.010(a), 33.006(h), 37.1083, 37.1084, 38.003, or 39.003, 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, or Subchapter A, Chapter 37, 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 and 39A.
>
> (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 2024 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 Language Arts)

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 Other Rate (Mathematics)
6(i-xi). STAAR 3-8 Other Rate (Reading Language Arts)
7(i-xi). STAAR 3-8 Other Rate (Science)
8(i-xi). STAAR 3-8 Other Rate (Social Studies)
9(i-iii). STAAR Alternate 2 Special Testing Provisions Rate
10. TELPAS Reading Participation Rate
11(i-v). STAAR EOC Test Participation Rate
12. STAAR 3-8 Test Participation Rate (Mathematics) – *New! Report Only*
13. STAAR 3-8 Test Participation Rate (Reading language Arts) – *New! Report Only*
14. STAAR 3-8 Test Participation Rate (Science) – *New! Report Only*
15. STAAR 3-8 Test Participation Rate (Social Studies) – *New! Report Only*

Data Sources

The 2024 student assessment data validation analysis for the indicators listed above is based on student assessment data from the 2023-2024 school year. Indicator #11 also uses the TSDS PEIMS course completion data (43415 Subcategory) from the summer 2024 submission and indicators #12-15 use the TSDS PEIMS enrollment data (40110 Subcategory) from the fall 2023 submission.

When analyzing district-level data for the indicators, LEAs may be compared to the statewide rate or the rate of similarly sized LEAs. If the analysis reveals that an LEA has a higher than expected number or percentage than their comparison group, the district will trigger the respective indicator in the Student Assessment Data Validation System.

Data Validation Reports

District-level reports and student-level data will be generated for each LEA identified on one or more of the 2024 student assessment data validation indicators. These reports and student-level data are made available via the Texas Education Agency Login (TEAL) Accountability application under the "Performance-Based Monitoring" tab. LEAs not identified will receive the following message if they attempt to access the report: *"A 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 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 Student Assessment Data Validation System."*

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

Sample Report

CONFIDENTIAL

Texas Education Agency
2024 Data Validation District Report
Student Assessment Data

Example ISD Region ZZ

The district has been identified for the 2024 Student Assessment Data Validation indicators listed below. These Identified indicators are based on an analysis of the district's data, which indicated a higher than expected number or percentage when compared to the statewide rate or to the rate of similarly-sized districts.

INDICATOR	DISTRICT RATE (%)	NUMERATOR	DENOMINATOR
1. STAAR 3-8 ABSENT RATE (MATHEMATICS)			
1 (iv) ASIAN	0.7	10	1,407
7. STAAR 3-8 OTHER RATE (READING LANGUAGE ARTS)			
7 (ii) BLACK OR AFRICAN AMERICAN	15.3	19	124
11. STAAR EOC TEST PARTICIPATION RATE			
11 (i) ALGEBRA I	**3.2**	**339**	**10,674**
NOT FOUND	1.5	157	
ABSENT**	1.6	170	
OTHER	0.1	8	
High School Equivalency Program (HSEP)		0	
SPECIAL TESTING PROVISIONS	0.0	4	
Medical Exception		1	
No Authentic Academic Response (NAAR)		3	

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

DATA SOURCES:
INDICATORS 1-8 = SPRING 2024 STAAR 3-8 DATA AND FALL 2023 AND SPRING 2024 STAAR EOC DATA
INDICATOR 9 = SPRING 2024 STAAR 3-8 AND SPRING 2024 STAAR EOC DATA
INDICATOR 10 = SPRING 2024 TELPAS DATA
INDICATOR 11 = TSDS PEIMS SUMMER SUBMISSION 2024 (43415 Subcategory) AND FALL 2023 AND SPRING 2024 AND SUMMER 2024 STAAR EOC DATA
INDICATOR 12-15 = TSDS PEIMS FALL SUBMISSION 2023 (40110 Subcategory)

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 2024 Student Assessment Data Validation Manual.

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

STAAR 3-8 ABSENT RATE (MATHEMATICS): The sample LEA's absent rate for Asian student group on the spring 2024 mathematics test was 0.7 percent. (Of 1,407 total test records, 10 were coded absent).

STAAR 3-8 OTHER RATE (READING LANGUAGE ARTS): The sample LEA's other rate for Black or African American student group on the spring 2024 reading language arts test was 15.3 percent. (Of 124 total test records, 19 were coded other).

STAAR EOC TEST PARTICIPATION RATE: The sample LEA's overall Not Found, Absent, and Other rate on the spring 2024 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 only STAAR Alternate 2 Special Testing Provision on the spring 2024 Algebra I EOC test. Specifically, the sample LEA was selected for its 1.6 percent absence rate, as denoted by ** on the sample report).

Data Validation Requirements for LEAs

LEAs triggered in one or more 2024 Student Assessment Data Validation indicators are expected to conduct a local review to validate and document that their data are correct. LEAs should use the agency's guidance to ensure that their reporting is accurate and meets the agency's requirements and expectations. If program implementation concerns and/or incorrect data are identified, LEAs are expected to address those issues. LEAs should maintain local documentation of their data validation process. TEA also commonly works with the LEAs to bring them into compliance and/or to establish better local practices.

A select number of LEAs triggered in one or more 2024 Student Assessment Data Validation indicators may be issued a compliance review by the Self-Reported Data Unit (SRDU) in the Governance – Compliance and Investigations Division at TEA. Superintendents will be notified by email if their LEA is issued a compliance review. As a part of the compliance review process, TEA will request documentation and other information from LEAs to review and determine whether there has been a violation.

A district's student assessment data and their actions to correct program implementation and/or data concerns will continue to be monitored by the agency. A district is expected to take the necessary actions to correct any program implementation or data concerns, if warranted. If an LEA is identified as having not taken the steps to remediate these concerns, TEA has the discretion to take actions and interventions under Texas Education Code Chapters 39 and 39A, as the result of a compliance review or investigation.

Supporting Documentation for Score Codes

Student Assessment Data Validation relies on district and campus testing coordinator decisions for coding students as Scored (S), Absent (A), Other (O), Medical Exception (M) or No Authentic Academic Response (N). As all eligible students must be accounted for, district testing personnel must ensure the appropriate score code is entered for each eligible student. District testing personnel must make any necessary updates to score codes by 11:59 p.m. (CT) on the last day of each specific testing window.

When entering and updating score codes in the Test Information Distribution Engine (TIDE), testing personnel must enter a rationale for the score code to be submitted. Personnel should maintain local documentation for local purposes, as well as for in the event that the district undergoes a data-related compliance review. Documentation should include the district's or campus's local testing schedule showing testing and make-up days and local testing policies relevant to score code decisions. Student-level documentation may vary depending on the specific rationale and score code assigned and may include the following:

- Score (S):
  - All online STAAR and TELPAS assessments that were started during an online testing window will automatically default to a score code of "S" if no other score code is entered in TIDE.
  - This score code should be used for a student who refuses to open and start his or her assessment.

- Absent (A):
  - This score code should be used if the student was absent during the district assigned testing and make-up days.
  - This score code should not be used if the student was absent on the scheduled testing day but will test on a make-up day.
  - This score code should not be used if one of the “M,” “N,” or “O” scenarios apply.
  - Documentation includes attendance records, a notation on the seating chart, or other written documentation, indicating that a student was absent.

- Other (O):
  - This score code should be used if a student experienced a health issue during the assessment and was unable to finish and district testing personnel chose not to score the assessment because it was not a valid representation of the student’s knowledge and skills.
  - This score code can also be used if there was a testing incident that resulted in an invalid assessment (e.g., student cheating or the student was given an incorrect assessment).
  - Documentation includes attendance records, a notation on the seating chart, or other written documentation, indicating that a student became ill, was unable to finish testing, and the LEA chose not to score the assessment; the TIDE incident report ID for a testing irregularity that resulted in the invalidation of an assessment; the Locally Determined Disciplinary Action (LDDA) form that was submitted for a cheating incident; the district’s test participation policy for a student who chose not to sit for a December or spring STAAR EOC assessment retest opportunity; or a copy of the court order stating that a student who has been ordered to attend a high school equivalency program (HSEP) qualifies to be excused from taking an assessment.

- Medical Exemption (M):
  - This score code should be used if the student is unable to participate meaningfully in STAAR Alternate 2 based on the student's medical condition, as determined by the admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP).
  - Documentation includes a copy of the Medical Exception form for a student who is unable to meaningfully participate in testing and a copy of the student’s IEP indicating the inability to participate meaningfully, as determined by the ARD committee.

- No Authentic Academic Response (NAAR) (N):
  - This score code should be used if the student is unable to participate meaningfully in STAAR Alternate 2 because of the student's disability, which results in the inability to make an authentic academic response, as determined by the ARD committee and documented in the student's IEP.
  - Documentation includes a copy of the student’s IEP indicating the inability to make an authentic academic response, as determined by the ARD committee.

Section II:
2024 Student Assessment Data Validation Indicators

Student Assessment Data Validation Indicator #1(i-xi): STAAR 3-8 Absent Rate (Mathematics)

This indicator evaluates LEAs' reporting of students as **ABSENT** for the mathematics test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grades 3-8 mathematics test absences}}{\textbf{Number of [student group i-xi] STAAR grades 3-8 mathematics test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Absent Rate (Mathematics) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test records 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 2023-2024 or for whom a valid Algebra I STAAR EOC test record was found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #1(i) All Students
  - #1(ii) Black or African American
  - #1(iii) American Indian or Alaska Native
  - #1(iv) Asian
  - #1(v) Hispanic/Latino
  - #1(vi) Native Hawaiian or Other Pacific Islander
  - #1(vii) White
  - #1(viii) Two or More Races
  - #1(ix) Economically Disadvantaged
  - #1(x) Emergent Bilinguals
  - #1(xi) Participating in a Special Education Program

Student Assessment Data Validation Indicator #2(i-xi): STAAR 3-8 Absent Rate (Reading Language Arts)

This indicator evaluates LEAs' reporting of students as **ABSENT** for the reading language arts test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grades 3-8 reading language arts test absences}}{\textbf{Number of [student group i-xi] STAAR grades 3-8 reading language arts test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Absent Rate (Reading Language Arts) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test records 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 2023-2024 or for whom a valid English I and English II STAAR EOC test records were found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #2(i) All Students
  - #2(ii) Black or African American
  - #2(iii) American Indian or Alaska Native
  - #2(iv) Asian
  - #2(v) Hispanic/Latino
  - #2(vi) Native Hawaiian or Other Pacific Islander
  - #2(vii) White
  - #2(viii) Two or More Races
  - #2(ix) Economically Disadvantaged
  - #2(x) Emergent Bilinguals
  - #2(xi) Participating in a Special Education Program

Student Assessment Data Validation Indicator #3(i-xi): STAAR 3-8 Absent Rate (Science)

This indicator evaluates LEAs' reporting of students as **ABSENT** for the science test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grades 5 and 8 science test absences}}{\textbf{Number of [student group i-xi] STAAR grades 5 and 8 science test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Absent Rate (Science) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test records 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 2023-2024 or for whom a valid Biology STAAR EOC test record was found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #3(i) All Students
  - #3(ii) Black or African American
  - #3(iii) American Indian or Alaska Native
  - #3(iv) Asian
  - #3(v) Hispanic/Latino
  - #3(vi) Native Hawaiian or Other Pacific Islander
  - #3(vii) White Students
  - #3(viii) Two or More Races
  - #3(ix) Economically Disadvantaged
  - #3(x) Emergent Bilinguals
  - #3(xi) Participating in Special Education

Student Assessment Data Validation Indicator #4(i-xi): STAAR 3-8 Absent Rate (Social Studies)

This indicator evaluates LEAs' reporting of students as **ABSENT** for the social studies test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grade 8 social studies test absences}}{\textbf{Number of [student group i-xi] STAAR grade 8 social studies test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Absent Rate (Social Studies) is based on STAAR and STAAR Alternate 2 results. Multiple test records 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 U.S. History course for the first time in 2023-2024 or for whom a valid U.S. History STAAR EOC test record was found are not included in this indicator.
- This indicator is calculated for the following student groups:
  - #4(i) All Students
  - #4(ii) Black or African American
  - #4(iii) American Indian or Alaska Native
  - #4(iv) Asian
  - #4(v) Hispanic/Latino
  - #4(vi) Native Hawaiian or Other Pacific Islander
  - #4(vii) White
  - #4(viii) Two or More Races
  - #4(ix) Economically Disadvantaged
  - #4(x) Emergent Bilinguals
  - #4(xi) Participating in Special Education

Student Assessment Data Validation Indicator #5(i-xi): STAAR 3-8 Other Rate (Mathematics)

This indicator evaluates LEAs' reporting of students as **OTHER** (score code "O") for the mathematics test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grades 3-8 mathematics test others}}{\textbf{Number of [student group i-xi] STAAR grades 3-8 mathematics test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Other Rate (Mathematics) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test records 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 2023-2024 or for whom a valid Algebra I STAAR EOC test record 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:
  - #5(i) All Students
  - #5(ii) Black or African American
  - #5(iii) American Indian or Alaska Native
  - #5(iv) Asian
  - #5(v) Hispanic/Latino
  - #5(vi) Native Hawaiian or Other Pacific Islander
  - #5(vii) White
  - #5(viii) Two or More Races
  - #5(ix) Economically Disadvantaged
  - #5(x) Emergent Bilinguals
  - #5(xi) Participating in Special Education

Student Assessment Data Validation Indicator #6(i-xi): STAAR 3-8 Other Rate (Reading Language Arts)

This indicator evaluates LEAs' reporting of students as **OTHER** (score code "O") for the reading language arts test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grades 3-8 reading language arts test others}}{\textbf{Number of [student group i-xi] STAAR grades 3-8 reading language arts test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Other Rate (Reading Language Arts) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test records 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 2023-2024 or for whom a valid English I and English II STAAR EOC test records 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:
  - #6(i) All Students
  - #6(ii) Black or African American
  - #6(iii) American Indian or Alaska Native
  - #6(iv) Asian
  - #6(v) Hispanic/Latino
  - #6(vi) Native Hawaiian or Other Pacific Islander
  - #6(vii) White
  - #6(viii) Two or More Races
  - #6(ix) Economically Disadvantaged
  - #6(x) Emergent Bilinguals
  - #6(xi) Participating in Special Education

Student Assessment Data Validation Indicator #7(i-xi): STAAR 3-8 Other Rate (Science)

This indicator evaluates LEAs' reporting of students as **OTHER** (score code "O") for the science test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grades 5 and 8 science test others}}{\textbf{Number of [student group i-xi] STAAR grades 5 and 8 science test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Other Rate (Science) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test records 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 2023-2024 or for whom a valid Biology STAAR EOC test record 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:
  - #7(i) All Students
  - #7(ii) Black or African American
  - #7(iii) American Indian or Alaska Native
  - #7(iv) Asian
  - #7(v) Hispanic/Latino
  - #7(vi) Native Hawaiian or Other Pacific Islander
  - #7(vii) White
  - #7(viii) Two or More Races
  - #7(ix) Economically Disadvantaged
  - #7(x) Emergent Bilinguals
  - #7(xi) Participating in Special Education

Student Assessment Data Validation Indicator #8(i-xi): STAAR 3-8 Other Rate (Social Studies)

This indicator evaluates LEAs' reporting of students as **OTHER** (score code "O") for the social studies test.

Calculation

$$\frac{\textbf{Number of [student group i-xi] STAAR grade 8 social studies test others}}{\textbf{Number of [student group i-xi] STAAR grade 8 social studies test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023 and Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- The STAAR 3-8 Other Rate (Social Studies) is based on STAAR and STAAR Alternate 2 results. Multiple test records for the same student 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 U.S. History course for the first time in 2023-2024 or for whom a valid U.S. History STAAR EOC test record 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) Black or African American
  - #8(iii) American Indian or Alaska Native
  - #8(iv) Asian
  - #8(v) Hispanic/Latino
  - #8(vi) Native Hawaiian or Other Pacific Islander
  - #8(vii) White
  - #8(viii) Two or More Races
  - #8(ix) Economically Disadvantaged
  - #8(x) Emergent Bilinguals
  - #8(xi) Participating in Special Education

Student Assessment Data Validation Indicator #9(i-iii): STAAR Alternate 2 Special Testing Provisions Rate

This indicator evaluates LEAs' reporting of students as **MEDICAL EXCEPTION** or **NO AUTHENTIC ACADEMIC RESPONSE** for the STAAR Alternate 2 in Mathematics (including Algebra I), Reading Language Arts/ELA (including English I and II), or Science (including Biology).

Calculation

$$\frac{\textbf{Number of students reported with a Medical Exception or No Authentic Academic Response designation for STAAR Alternate 2 assessment in [subject (i-iii)]}}{\textbf{Number of students assessed with STAAR Alternate 2 in [subject (i-iii)]}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administration: Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- 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.
- LEAs' reports will include the total count of special testing provisions disaggregated by Medical Exception and NAAR.
- This indicator is calculated for STAAR Alternate 2 assessment in the following subjects:
  - #9(i) Mathematics (Algebra I)
  - #9(ii) Reading Language Arts/ELA (English I and English II)
  - #9(iii) Science (Biology)

Student Assessment Data Validation Indicator #10: TELPAS Reading Participation Rate

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

Calculation

$$\frac{\textbf{Number of TELPAS 2-12 reading test absences and others}}{\textbf{Number of TELPAS 2-12 reading test records}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administration: Spring 2024

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- Students take the TELPAS reading test online during a multi-week spring assessment window.
- All Emergent Bilingual (EB) students are required to participate in TELPAS, including students classified as limited English proficient (LEP) in TSDS PEIMS whose parents have declined Bilingual Education (BE)/English as a second language (ESL) program service. EB students are required to be assessed annually until they meet BE/ESL program exit criteria and are reclassified as non-EB students.
- 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 on the District and Campus Coordinator Resources web page.

Student Assessment Data Validation Indicator #11(i-v): STAAR EOC Test Participation Rate

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

Calculation

$$\frac{\textbf{Number of STAAR students for whom a corresponding STAAR EOC assessment was not found or was coded Absent, Other, Medical Exception, or No Authentic Academic Response}}{\textbf{Number of STAAR students who completed a course for which a STAAR EOC assessment is required}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ **10**
- Test Administrations: Fall 2023, Spring 2024, and Summer 2024
- Applicable TSDS PEIMS Collection: Summer 2024 (43415 Subcategory)

Notes

- *New!* The Minimum Size Requirements for denominator has been lowered to 10 and numerator has been removed.
- This indicator is based on STAAR and STAAR Alternate 2 results and calculated for the following EOC assessments:
  - #11(i) Algebra I
  - #11(ii) English I
  - #11(iii) English II
  - #11(iv) Biology
  - #11(v) U.S. History
- LEAs may be identified under this indicator for one or more of the numerator's components.
- LEAs' reports will include the following disaggregated counts as applicable:
  - High school equivalency program (HSEP) for document 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 #12: STAAR 3-8 Test Participation Rate (Mathematics) *(New! Report Only)*

This indicator evaluates students who have TSDS PEIMS Fall enrollment data but do not have a mathematics test in the current year Consolidated Accountability File (CAF).

Calculation

$$\frac{\textbf{Number of STAAR grades 3-8 students who do not have a STAAR assessment in mathematics in current year CAF file}}{\textbf{Number of STAAR grades 3-8 students who enrolled in TSDS PEIMS Fall collection}}$$

Minimum Size Requirements and Other Criteria

- MSR: NA
- Test Administration: Spring 2024
- Applicable TSDS PEIMS Collection: Fall 2023 (40110 Subcategory)

Notes

- The STAAR mathematics assessment includes STAAR, STAAR Spanish, and STAAR Alternate 2 test versions in the current year CAF file.
- Students who completed an Algebra I course for the first-time in 2023-2024 or for whom a valid Algebra I STAAR EOC test record was found are not included in the numerator of this indicator.

Student Assessment Data Validation Indicator #13: STAAR 3-8 Test Participation Rate (Reading Language Arts) *(New! Report Only)*

This indicator evaluates students who have TSDS PEIMS Fall enrollment data but do not have a reading language arts test in the current year Consolidated Accountability File (CAF).

Calculation

$$\frac{\textbf{Number of STAAR grades 3-8 students who do not have a STAAR assessment in reading language arts in current year CAF file}}{\textbf{Number of STAAR grades 3-8 students who enrolled in TSDS PEIMS Fall collection}}$$

Minimum Size Requirements and Other Criteria

- MSR: NA
- Test Administration: Spring 2024
- Applicable TSDS PEIMS Collection: Fall 2023 (40110 Subcategory)

Notes

- The STAAR reading language arts assessment includes STAAR, STAAR Spanish, and STAAR Alternate 2 test versions in the current year CAF file.
- Students who completed an English I or English II course for the first-time in 2023-2024 or for whom a valid English I and English II STAAR EOC test records were found are not included in the numerator of this indicator.

Student Assessment Data Validation Indicator #14: STAAR 3-8 Test Participation Rate (Science) *(New! Report Only)*

This indicator evaluates students who have TSDS PEIMS Fall enrollment data but do not have a science test in the current year Consolidated Accountability File (CAF).

Calculation

$$\frac{\textbf{Number of STAAR grades 5 and 8 students who do not have a STAAR assessment in science in current year CAF file}}{\textbf{Number of STAAR grades 5 and 8 students who enrolled in TSDS PEIMS Fall collection}}$$

Minimum Size Requirements and Other Criteria

- MSR: NA
- Test Administration: Spring 2024
- Applicable TSDS PEIMS Collection: Fall 2023 (40110 Subcategory)

Notes

- The STAAR science assessment includes STAAR, STAAR Spanish, and STAAR Alternate 2 test versions in the current year CAF file.
- Students who completed a Biology course for the first-time in 2023-2024 or for whom a valid Biology STAAR EOC test record was found are not included in the numerator of this indicator.

Student Assessment Data Validation Indicator #15: STAAR 3-8 Test Participation Rate (Social Studies) *(New! Report Only)*

This indicator evaluates students who have TSDS PEIMS Fall enrollment data but do not have a social studies test in the current year Consolidated Accountability File (CAF).

Calculation

$$\frac{\textbf{Number of STAAR grade 8 students who do not have a STAAR assessment in social studies in current year CAF file}}{\textbf{Number of STAAR grade 8 students who enrolled in TSDS PEIMS Fall collection}}$$

Minimum Size Requirements and Other Criteria

- MSR: NA
- Test Administration: Spring 2024
- Applicable TSDS PEIMS Collection: Fall 2023 (40110 Subcategory)

Notes

- The STAAR social studies assessment includes STAAR, STAAR Spanish, and STAAR Alternate 2 test versions in the current year CAF file.
- Students who completed an U.S. History course for the first time in 2023-2024 or for whom a valid U.S. History STAAR EOC test record was found are not included in the numerator of this indicator.

Section III: Appendices

Appendix: A – ESC Contacts

ESC Results Driven Accountability Contacts that assist with data validation can be found on the AskTED web page, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
Tammie Garcia	1	Edinburg	(956) 984-6173	tgarcia@esc1.net
Cristina Sandoval	2	Corpus Christi	(361) 561-8454	cristina.sandoval@esc2.us
Missy Klimitchek	3	Victoria	(361) 573-0731 ext:115	mklimitchek@esc3.net
Jamie Schrade	3	Victoria	(361) 573-0731 ext:1119	jschrade@esc3.net
Mollisondra Bodungen	3	Victoria	(361) 573-0731	mbodungen@esc3.net
Angel Lozano	4	Houston	(713) 744-6596	angel.lozano@esc4.net
Danette Thornton	4	Houston	(713) 744-6578	danette.thornton@esc4.net
Robert Reeves	4	Houston	(713) 744-4410	robert.reeves@esc4.net
Monica Mahfouz	5	Beaumont	(409) 951-1702	mmahfouz@esc5.net
Sandy Cammarata-Garcia	6	Huntsville	(936) 435-8235	sgarcia@esc6.net
Amber Hooks	6	Huntsville	(936) 435-8223	ahooks@esc6.net
Beverly Beran	7	Kilgore	(903) 988-6910	bberan@esc7.net
Lindsey Lott	8	Mt Pleasant	(903) 572-2723	llott@reg8.net
Hannah Garrett	8	Mt Pleasant	(903) 572-2625	hgarrett@reg8.net
Amy Blackwell	9	Wichita Falls	(940) 322-6928	amy.blackwell@esc9.net
Holly Hawkins	9	Wichita Falls	(940) 322-6928	holly.hawkins@esc9.net
Melissa Shaw	10	Richardson	(972) 348-1210	melissa.shaw@region10.org
Michael Milburn	10	Richardson	(972) 348-1632	michael.milburn@region10.org
Beth Garcia	10	Richardson	(972) 348-1526	beth.garcia@region10.org
Evan Heckmann	10	Richardson	(972) 348-1770	evan.heckmann@region10.org
Kevin Alaniz	10	Richardson	(972) 348-1592	kevin.alaniz@region10.org
Sonia Rhykerd	10	Richardson	(972) 348-1552	sonia.rhykerd@region10.org
Margo Nottingham	11	White Settlement	(817) 740-7526	mnottingham@esc11.net
Derrick Spurlock	11	White Settlement	(817) 740-7552	dspurlock@esc11.net
Stephanie Cassels	11	White Settlement	(817) 740-7569	scassels@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
Terry Arndt	12	Waco	(254) 297-1199	tarndt@esc12.net
Melinda Marquez	13	Austin	(512) 919-5286	melinda.marquez@esc13.txed.net
Lisa White	14	Abilene	(325) 675-8616	lwhite@esc14.net
Emilia Moreno	14	Abilene	(325) 675-8674	emoreno@esc14.net
David Bedford	15	San Angelo	(325) 658-6571 ext:4023	david.bedford@esc15.net
Michael Bohensky	15	San Angelo	(325) 481-4024	michael.bohensky@esc15.net
Connie Neal	15	San Angelo	(325) 481-4050	connie.neal@esc15.net
Randy Gartman	15	San Angelo	(325) 481-4035	randy.gartman@esc15.net
Melissa Anthony	15	San Angelo	(325) 481-4093	melissa.anthony@esc15.net
Mandi Palmer	16	Amarillo	(806) 677-5269	mandi.palmer@esc16.net
Anna Phillips	17	Lubbock	(806) 281-5891	aphillips@esc17.net
Jennifer De Leon	17	Lubbock	(806) 281-5889	jdeleon@esc17.net
Shannon Phillips	17	Lubbock	(806) 281-5847	sphillips@esc17.net

Full Name	Region	City	Phone	Email Address
Angel Sidhu	17	Lubbock	(806) 281-5788	asidhu@esc17.net
Monica Hernandez	18	Midland	(432) 567-3241	monica.hernandez@esc18.net
Amanda Magallan	18	Midland	(432) 563-2380	amanda.magallan@esc18.net
Desiree Caddell	18	Midland	(432) 561-4338	dcaddell@esc18.net
Maria Mata	18	Midland	(432) 567-3220	mmata@esc18.net
Barbara O Amaya	19	El Paso	(915) 780-5354	bamaya@esc19.net
Yoscelina Hernandez	19	El Paso	(915) 780-5075	yhernandez2@esc19.net
Rachel A Anderson	19	El Paso	(915) 780-5078	reaanderson@esc19.net
Sylvia Morales	20	San Antonio	(210) 370-5451	sylvia.morales@esc20.net

If an ESC Results Driven Accountability contacts information is missing, please call the ESC main number listed at Education Service Centers for assistance.

Appendix: B – Comments and Questions

Questions about the *2024 Student Assessment Data Validation Indicators* should be addressed to:

Performance Reporting
Phone: (512) 463-9704
Email: Performance.Reporting@tea.texas.gov

Questions about the *2024 Student Assessment Compliance Reviews* should be addressed to*:*

Self-Reported Data Unit, Governance - Compliance & Investigations Division
Email: datacomplaints@tea.texas.gov

Questions about the *Student Assessment Score Codes, Participation Requirements, or Other Program Implementation Concerns* should be addressed to*:*

Student Assessment
Email: studentassessment@tea.texas.gov
Additional guidance: District and Campus Coordinator Resources

Comments on the 2024 Student Assessment Data Validation Indicators are welcome and will assist the agency in its evaluation and future development efforts. Comments may be submitted to Performance Reporting, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to Performance.Reporting@tea.texas.gov. Comments should be provided no later than March 7, 2025, to allow sufficient time for consideration in the 2025 data validation development cycle.

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