2023 Student Assessment Data Validation Manual

Texas Education Agency

Office of School Programs
Office of Analytics, Assessment, and Reporting
Division of Performance Reporting

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Office of General Counsel
Texas Education Agency,
1701 N. Congress Ave., Austin, TX 78701-1494;
Phone: (512) 463-7904.
Email: copyrights@tea.texas.gov

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Section I: Introduction

Performance-Based Monitoring Data Validation

The Performance-Based Monitoring (PBM) system, which was developed in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness. The PBM system is a data-driven system that relies on data submitted by Local Education Agency (LEA); therefore, the integrity of LEAs' data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that 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 PBM Indicators

There are key differences between the student assessment data validation indicators used as part of the PBM Data Validation System and the performance indicators used in the performance-based monitoring analysis system. 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 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 PBM student assessment data validation indicators is the criteria used to evaluate LEAs. In the performance-based monitoring analysis system, 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 generally 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 PBM student assessment 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 as a result of a student assessment data validation indicator are generally expected to (a) validate and document their data are, in fact, correct; and (b) if correct data reflect a program implementation concern, address that concern; or (c) if the LEA's identification occurred because of incorrect data, improve local data collection and submission procedures.

Differences between Student Assessment Data Validation Indicators and performance-based monitoring analysis system Indicators

Indicator Type	Result	Evaluation Criteria	LEA Response
Student Assessment Data Validation	Suggests an anomaly	Based on annual review of data to identify anomalous data and trends observed over time	Validate accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
performance-based monitoring analysis system	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 PBM system.** 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 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 response. Finally, 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). If any issues cannot be resolved through TEA's data-related compliance review process, TEA may elect to open a special investigation under TEC §39.003 to review the ongoing concerns.

Student Assessment Data Validation Indicators: Background

The Texas Education Code (TEC) contains two statutory references that form the basis of the student assessment data validation component of the PBM System. TEC §39.003 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 39.057, the agency may monitor compliance with requirements applicable to a process or program provided by a school district, campus, program, or school granted charters under Chapter 12, including the process described by Subchapter F, Chapter 11, or a program described by Subchapter B, C, D, E, F, H, or I, Chapter 29, 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 2023 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

Data Sources

The 2023 student assessment data validation analysis for the indicators listed above is based on student assessment data from the 2022-2023 school year. Indicator#11 also includes data from the Texas Student Data System (TSDS) – a major TEA initiative that expanded on the former Public Education Information Management System (PEIMS) course completion data (43415 Subcategory) from the summer 2023 submission.

Data Validation Reports

District-level reports and certain student-level data will be generated for each LEA identified on one or more of the 2023 student assessment data validation indicators. These reports and student-level data are made available via the Texas Education Agency Login (TEAL) Accountability application. LEAs not identified will receive the following message if they attempt to access the report: *"A PBM Student Assessment Data Validation District Report is not available for your district (number: xxx) due to any of the following reasons: (a) your district did not trigger any indicators in the PBM Student Assessment Data Validation System; (b) your district did not meet minimum size requirements for evaluation under certain indicators; or (c) your district did not report any student assessment data and therefore was not evaluated in the PBM Student Assessment Data Validation System."*

If 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

C O N F I D E N T I A L

Texas Education Agency
2023 PBM Data Validation District Report
Student Assessment Data

Example ISD Region ZZ

DATA SOURCES:
INDICATORS 1-8 = SPRING 2023 STAAR 3-8 DATA AND FALL 2022 AND SPRING 2023 STAAR EOC DATA
INDICATOR 9 = SPRING 2023 STAAR 3-8 AND SPRING 2023 STAAR EOC DATA
INDICATOR 10 = SPRING 2023 TELPAS DATA
INDICATOR 11 = TSDS PEIMS SUMMER SUBMISSION 2023 (43415 Subcategory) AND FALL 2022 AND SPRING 2023 AND SUMMER 2023 STAAR EOC DATA

INDICATOR	STATE RATE (%)	DISTRICT RATE (%)	NUMERATOR	DENOMINATOR
1. STAAR 3-8 ABSENT RATE (MATHEMATICS)				
1 (iv) ASIAN	TBD	0.7	10	1,407
7. STAAR 3-8 OTHER RATE (READING LANGUAGE ARTS)				
7 (ii) BLACK OR AFRICAN AMERICAN	TBD	15.3	19	124
11. STAAR EOC TEST PARTICIPATION RATE				
11 (i) ALGEBRA I	**TBD**	**3.2**	**339**	**10,674**
NOT FOUND	TBD	1.5	157	
ABSENT**	TBD	1.6	170	
OTHER	TBD	0.1	8	
High School Equivalency Program (HSEP)			0	
SPECIAL TESTING PROVISIONS	TBD	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.

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 2023 Student Assessment Data Validation Manual.

The data in the sample report can be interpreted as follows[2]:

STAAR 3-8 ABSENT RATE (MATHEMATICS): The sample LEA's absent rate for Asian student group on the spring 2023 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 2023 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 2023 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 2023 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

The Self-Reported Data Unit (SRDU) in the Governance – Compliance and Investigations Division will issue a compliance review for a subset of LEAs triggered in one or more 2023 Student Assessment Data Validation indicators. 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. TEA also commonly works with the LEAs to bring them into compliance and/or to establish better local practices. If TEA's data-related compliance reviews do not resolve the concerns raised, TEA may elect to open a special investigation under Texas Education Code (TEC) §39.003 to review these more consequential concerns. As a result of a special investigation, TEA may elect to take actions and interventions under Chapters 39 and 39A, including (but not limited to) lowering an accountability rating. Questions about compliance reviews should be directed to SRDU at DataComplaints@tea.texas.gov.

Student Assessment data will continue to be monitored for anomalies that may require greater exploration and, if necessary, investigation. LEAs should be aware that self-reported data will be monitored, may require local action, and if warranted, investigation by the Texas Education Agency.

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

[2] The state rates are listed as "To Be Determined" (TBD) on the sample report but will appear as actual rates on each district's report.

Section II: 2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 2022-2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 2022-2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 2022-2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 a U.S. History course for the first time in 2022-2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 2022-2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 2022-2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 2022-2023 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022 and Spring 2023

Notes

- 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 a U.S. History course for the first time in 2022-2023 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 (New! - Indicator Calculation)

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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2023

Notes

- If the admission, review, and dismissal (ARD) committee determined that a student met the eligibility criteria for STAAR Alternate 2 and the student was considered for either the Medical Exception or No Authentic Academic Response (NAAR) designation, the ARD committee must have ensured the student met the eligibility requirements for those designations as provided by the Student Assessment Division.
- Students qualifying for a Medical Exception or NAAR designation were not required to participate in the administration of STAAR Alternate 2 for any course or subject for which they were enrolled during that year.
- 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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2023

Notes

- 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/English as a second language (ESL) program service. EB students are required to be assessed annually until they meet bilingual education/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 ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2022, Spring 2023, and Summer 2023
- Applicable TSDS PEIMS Collections: Summer 2023 (43415 Subcategory)

Notes

- 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.

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
Kenda Matson	3	Victoria	(361) 573-0731 ext:321	kmatson@esc3.net
Jamie Schrade	3	Victoria	(361) 573-0731 ext:1119	jschrade@esc3.net
Angel Lozano	4	Houston	(713) 744-6596	angel.lozano@esc4.net
Danette Thornton	4	Houston	(713) 744-6578	danette.thornton@esc4.net
Monica Mahfouz	5	Beaumont	(409) 951-1702	mmahfouz@esc5.net
Sandy Cammarata-Garcia	6	Huntsville	(936) 435-8235	sgarcia@esc6.net
Laura Brinkley	6	Huntsville	(936) 435-8253	lbrinkley@esc6.net
Jan Oatess	6	Huntsville	(936) 435-8207	joatess@esc6.net
Jennifer Graves	6	Huntsville	(936) 435-8216	jgraves@esc6.net
Jason Jeitz	6	Huntsville	(936) 435-8302	jjeitz@esc6.net
Samantha Weesner	6	Huntsville	(936) 435-8254	sweesner@esc6.net
Beverly Beran	7	Kilgore	(903) 988-6910	bberan@esc7.net
Wayne Snyder	8	Mt Pleasant	(903) 572-8551 ext:2649	wsnyder@reg8.net
Leonard Beles	8	Mt Pleasant	(903) 572-8551 ext:2740	lbeles@reg8.net
Heather Mcgregor	8	Mt Pleasant	(903) 572-8551 ext:2731	hmcgregor@reg8.net
Kerri Bowles	8	Mt Pleasant	(903) 572-8551 ext:2720	kbowles@reg8.net
Sarah Jeter	8	Mt Pleasant	(903) 575-2787	sjeter@reg8.net
Stacy Elledge	8	Mt Pleasant	(903) 575-2616	selledge@reg8.net
Stacie Whitaker	8	Mt Pleasant	(903) 575-2617	swhitaker@reg8.net
Sara Beth Batts	8	Mt Pleasant	(903) 575-2743	sbatts@reg8.net
Cassie A Bland	8	Mt Pleasant	(903) 575-2667	cbland@reg8.net
Carley R Youngblood	8	Mt Pleasant	(903) 575-2616	cyoungblood@reg8.net
Kathie Thompson	8	Mt Pleasant	(903) 575-2795	kthompson@reg8.net
Amy Blackwell	9	Wichita Falls	(940) 322-6928	amy.blackwell@esc9.net
Micki Wesley	9	Wichita Falls	(940) 322-6928	micki.wesley@esc9.net
Kara Fluty	9	Wichita Falls	(940) 322-6928	kara.fluty@esc9.net
Holly Hawkins	9	Wichita Falls	(940) 322-6928	holly.hawkins@esc9.net
Doug Debord	9	Wichita Falls	(940) 322-6928	doug.debord@esc9.net
Melissa Shaw	10	Richardson	(972) 348-1210	melissa.shaw@region10.org
Michael Milburn	10	Richardson	(972) 348-1632	michael.milburn@region10.org
Jael Chac	10	Richardson	(972) 348-1500	jael.chac@region10.org
Beth Garcia	10	Richardson	(972) 348-1526	beth.garcia@region10.org
Evan Heckmann	10	Richardson	(972) 318-1770	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
Elizabeth Schrader	11	White Settlement	(817) 740-7504	eschrader@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

Full Name	Region	City	Phone	Email Address
Ellen Hogan	12	Waco	(254) 297-1195	ehogan@esc12.net
Terry Arndt	12	Waco	(254) 297-1199	tarndt@esc12.net
Laura Abbott	13	Austin	(512) 919-5375	laura.abbott@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
Dr Michael Bohensky	15	San Angelo	(325) 481- 4024	michael.bohensky@esc15.net
Connie Neal	15	San Angelo	(325) 481-4050	connie.neal@esc15.net
Melissa Anthony	15	San Angelo	(325) 481-4093	melissa.anthony@esc15.net
Stacie Barnett	16	Amarillo	(806) 677-5074	stacie.barnett@esc16.net
Elda Desantiago	17	Lubbock	(806) 281-5858	edesantiago@esc17.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
Autumn Sloan	18	Midland	(432) 563-2380	asloan@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
Janie Danielsen	20	San Antonio	(210) 370-5395	janie.danielsen@esc20.net

The ESC Results Driven Accountability contacts information for Appendix A is provided by each ESC. If contact information is missing, call the ESC main number listed at Education Service Centers for assistance.

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Appendix: B – Comments and Questions

Questions about the *2023 Student Assessment Data Validation Indicators* should be addressed to:

Performance-Based Monitoring
Phone: (512) 463-9704
Email: pbm@tea.texas.gov

Questions about the *2023 Student Assessment Compliance Reviews* should be addressed to*:*

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

Comments on the 2023 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-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to pbm@tea.texas.gov. Comments should be provided no later than March 8, 2024, to allow sufficient time for consideration in the 2024 data validation development cycle.

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