
2019 Student Assessment Data Validation Manual

Texas Education Agency

Governance & Accountability
Performance Reporting

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Section I: Introduction

Performance-Based Monitoring Data Validation

The Performance-Based Monitoring (PBM) system, which was developed in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness. The PBM system is a data-driven system that relies on data submitted by 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 (STAAR¹) mathematics test. A student assessment data validation indicator typically *suggests* an anomaly that may require a local review to determine whether the anomalous data are accurate. For example, 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.

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| 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 |

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.

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, in some cases, communicated back to the agency. Other LEAs identified through a student assessment data validation indicator will find their anomalous data to be the result of an isolated reporting error that can be addressed through better training, improved quality control of local data collection and submission processes, or other targeted local response. For some LEAs identified through a student assessment data validation indicator, it will be determined the anomalous data reflect a systemic issue within one data collection (e.g., student assessment data in general) or a pervasive issue (i.e., across data systems). In these less typical occurrences, the LEA's response will be more extensive, including more involvement by the agency and the application of sanctions as necessary and appropriate.

Student Assessment Data Validation Indicators: Background

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

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

- (1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;

In addition, TEC §7.028 provides specific authority for TEA to monitor the Texas Student Data System Public Education Information Management System (TSDS 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), 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 2019 Student Assessment Data Validation Indicators

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

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

Data Sources

The 2019 student assessment data validation analysis for the indicators listed above is based on student assessment data from the 2018-2019 school year. Other indicators also include data from the Texas Student Data System (TSDS) – a major TEA initiative that expanded on the former Public Education Information Management System (PEIMS). Specifically, Indicator #13 includes TSDS PEIMS course completion data (43415 Sub-Category) from the summer 2019 submission, and Indicator #14 includes TSDS PEIMS student demographic data (40100 Sub-Category) from the fall 2018 submission².

² When reporting CTE students in the TSDS PEIMS fall submission, districts should follow the CTE Indicator Code Fall Snapshot Decision Chart in Section 2.4 Student Category Data Submission Requirements of the 2018-2019 *Texas Education Data Standards*. When reporting assessment data, districts should submit CTE program information that reflects a student's CTE status at the time of testing.

Data Validation Reports

District-level reports and certain student-level data will be generated for each LEA identified on one or more of the 2019 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

CONFIDENTIAL
Texas Education Agency
2019 PBM Data Validation District Report
Student Assessment Data

Example ISD

Region ZZ

DATA SOURCES:

INDICATORS 1-10 = SPRING 2019 STAAR 3-8 DATA AND FALL 2018 AND SPRING 2019 STAAR EOC DATA
 INDICATOR 11 = SPRING 2019 STAAR 3-8 DATA
 INDICATOR 12 = SPRING 2019 TELPAS DATA
 INDICATOR 13 = TSDS PEIMS SUMMER SUBMISSION 2019 (43415 Sub-Category) AND FALL 2018, SPRING 2019, AND SUMMER 2019 STAAR EOC DATA
 INDICATOR 14 = TSDS PEIMS FALL SUBMISSION 2018 (40100 Sub-Category) AND FALL 2018 AND SPRING 2019 STAAR EOC DATA

| INDICATOR | STATE RATE (%) | DISTRICT RATE (%) | NUMERATOR | DENOMINATOR |
|---|----------------|-------------------|------------|---------------|
| 7. STAAR 3-8 OTHER RATE (READING) | | | | |
| 7 (ii) BLACK AFRICAN AMERICAN | TBD | 15.3 | 19 | 124 |
| 13. STAAR EOC TEST PARTICIPATION RATE | | | | |
| 13 (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 | |
| <i>High School Equivalency Program (HSEP)</i> | | | 0 | |
| <i>Substitute Assessment</i> | | | 0 | |
| SPECIAL TESTING PROVISIONS | TBD | 0.0 | 4 | |
| <i>Medical Exception</i> | | | 1 | |
| <i>No Authentic Academic Response (NAAR)</i> | | | 3 | |
| 14. DISCREPANCY BETWEEN TSDS PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED | | | | |
| | TBD | 55.8 | 217 | 389 |

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

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

For detailed information on each of the indicators above, see the [2019 Student Assessment Data Validation Manual](https://tea.texas.gov/pbm/DVManuals.aspx) available at <https://tea.texas.gov/pbm/DVManuals.aspx>

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

STAAR 3-8 OTHER RATE (READING): The sample LEA's other rate on the spring 2019 reading test was 15.3 percent. (Of 124 total answer documents, 19 were coded other.)

STAAR EOC TEST PARTICIPATION RATE: The sample LEA's overall Not Found, Absent, and Other rate on the spring 2019 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 2019 Algebra I EOC test. Specifically, the sample LEA was selected for its 1.6 percent absence rate, as denoted by ** on the sample report.)

DISCREPANCY BETWEEN TSDS PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED: The sample LEA's CTE discrepancy rate was 55.8 percent. (Of the 389 students coded with CTE Indicator Code 2 in TSDS PEIMS in fall 2018 and tested on STAAR EOC in fall 2018 or spring 2019, 217 were not coded with CTE Indicator Code 2 on the fall 2018 or spring 2019 STAAR EOC answer documents.)

Data Validation Requirements for LEAs

LEAs identified as a result of a 2019 Student Assessment Data Validation indicator are generally expected to (a) validate and document their data are, in fact, correct; and (b) if correct data reflect a program implementation concern, address that concern; or (c) if the district's identification occurred because of incorrect data, improve local data collection and submission procedures. An LEA is expected to document efforts to address identified indicators. For 2019 Student Assessment Data Validation, unless specifically contacted by the agency, this documentation should remain on file within the LEA for potential audit purposes. 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.

Performance-Based Monitoring (PBM) contacts are available at each education service center (ESC) to provide technical assistance to school districts. ESC PBM contacts can be found at <http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx> using the Search RESCs function.

³ The state rates are listed as "To Be Determined" (TBD) on the sample report but will appear as actual rates on each district's report.

Section II: 2019 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

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Absent Rate (Mathematics) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an Algebra I course for the first-time in 2018-2019 or for whom a valid Algebra I STAAR EOC test answer document was found are not included in this indicator.
- This indicator is calculated for the following student groups:
 - #1(i): All Students
 - #1(ii): Black African American
 - #1(iii): American Indian Alaska Native
 - #1(iv): Asian
 - #1(v): Hispanic/Latino
 - #1(vi): Native Hawaiian Other Pacific Islander
 - #1(vii): White
 - #1(viii): Two or More Races
 - #1(ix): Economically Disadvantaged
 - #1(x): English Learners
 - #1(xi): Participating in a Special Education Program

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

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

Calculation

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Absent Rate (Reading) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first time in 2018-2019 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- This indicator is calculated for the following student groups:
 - #2(i): All Students
 - #2(ii): Black African American
 - #2(iii): American Indian Alaska Native
 - #2(iv): Asian
 - #2(v): Hispanic/Latino
 - #2(vi): Native Hawaiian Other Pacific Islander
 - #2(vii): White
 - #2(viii): Two or More Races
 - #2(ix): Economically Disadvantaged
 - #2(x): English Learners
 - #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

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Absent Rate (Science) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed a Biology course for the first-time in 2018-2019 or for whom a valid Biology STAAR EOC test answer document was found are not included in this indicator.
- This indicator is calculated for the following student groups:
 - #3(i): All Students
 - #3(ii): Black African American
 - #3(iii): American Indian Alaska Native
 - #3(iv): Asian
 - #3(v): Hispanic/Latino
 - #3(vi): Native Hawaiian Other Pacific Islander
 - #3(vii): White Students
 - #3(viii): Two or More Races
 - #3(ix): Economically Disadvantaged
 - #3(x): English Learners
 - #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

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Absent Rate (Social Studies) is based on STAAR and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed a U.S. History course for the first time in 2018-2019 or for whom a valid U.S. History STAAR EOC test answer document was found are not included in this indicator.
- This indicator is calculated for the following student groups:
 - #4(i): All Students
 - #4(ii): Black African American
 - #4(iii): American Indian Alaska Native
 - #4(iv): Asian
 - #4(v): Hispanic/Latino
 - #4(vi): Native Hawaiian Pacific Islander
 - #4(vii): White
 - #4(viii): Two or More Races
 - #4(ix): Economically Disadvantaged
 - #4(x): English Learners
 - #4(xi): Participating in Special Education

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

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

Calculation

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Absent Rate (Writing) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first time in 2018-2019 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- This indicator is calculated for the following student groups:
 - #5(i): All Students
 - #5(ii): Black African American
 - #5(iii): American Indian Alaska Native
 - #5(iv): Asian
 - #5(v): Hispanic/Latino
 - #5(vi): Native Hawaiian Pacific Islander
 - #5(vii): White
 - #5(viii): Two or More Races
 - #5(ix): Economically Disadvantaged
 - #5(x): English Learners
 - #5(xi): Participating in Special Education

Student Assessment Data Validation Indicator #6(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

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Other Rate (Mathematics) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an Algebra I course for the first-time in 2018-2019 or for whom a valid Algebra I STAAR EOC test answer document was found are not included in this indicator.
- Unschooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
 - #6(i): All Students
 - #6(ii): Black African American
 - #6(iii): American Indian Alaska Native
 - #6(iv): Asian Students
 - #6(v): Hispanic/Latino
 - #6(vi): Native Hawaiian Pacific Islander
 - #6(vii): White
 - #6(viii): Two or More Races
 - #6(ix): Economically Disadvantaged
 - #6(x): English Learners
 - #6(xi): Participating in Special Education

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

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

Calculation

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Other Rate (Reading) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first-time in 2018-2019 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- Unschooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
 - #7(i): All Students
 - #7(ii): Black African American
 - #7(iii): American Indian Alaska Native
 - #7(iv): Asian
 - #7(v): Hispanic/Latino
 - #7(vi): Native Hawaiian Pacific Islander
 - #7(vii): White
 - #7(viii): Two or More Races
 - #7(ix): Economically Disadvantaged
 - #7(x): English Learners
 - #7(xi): Participating in Special Education

Student Assessment Data Validation Indicator #8(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

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Other Rate (Science) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed a Biology course for the first-time in 2018-2019 or for whom a valid Biology STAAR EOC test answer document was found are not included in this indicator.
- Unschooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
 - #8(i): All Students
 - #8(ii): Black African American
 - #8(iii): American Indian Alaska Native
 - #8(iv): Asian
 - #8(v): Hispanic/Latino
 - #8(vi): Native Hawaiian Pacific Islander
 - #8(vii): White
 - #8(viii): Two or More Races
 - #8(ix): Economically Disadvantaged
 - #8(x): English Learners
 - #8(xi): Participating in Special Education

Student Assessment Data Validation Indicator #9(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

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Other Rate (Social Studies) is based on STAAR and STAAR Alternate 2 results. Multiple test answer documents 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 2018-2019 or for whom a valid U.S. History STAAR EOC test answer document was found are not included in this indicator.
- Unschooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
 - #9(i): All Students
 - #9(ii): Black African American
 - #9(iii): American Indian Alaska Native
 - #9(iv): Asian
 - #9(v): Hispanic/Latino
 - #9(vi): Native Hawaiian Pacific Islander
 - #9(vii): White
 - #9(viii): Two or More Races
 - #9(ix): Economically Disadvantaged
 - #9(x): English Learners
 - #9(xi): Participating in Special Education

Student Assessment Data Validation Indicator #10(i-xi): STAAR 3-8 Other Rate (Writing)

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

Calculation

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019

Notes

- The STAAR 3-8 Other Rate (Writing) is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results. Multiple test answer documents for the same student, including those for above grade level testers, were consolidated to a final score code.
- STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in this indicator.
- Students coded other who completed an English I or English II course for the first time in 2018-2019 or for whom a valid English I and English II STAAR EOC test answer document were found are not included in this indicator.
- Unschooled asylees and refugees described in 19 Texas Administrative Code 101.1005(c) who are coded in accordance with guidelines provided by the Student Assessment Division are not included in the numerator.
- This indicator is calculated for the following student groups:
 - #10(i): All Students
 - #10(ii): Black African American
 - #10(iii): American Indian Alaskan Native
 - #10(iv): Asian
 - #10(v): Hispanic/Latino
 - #10(vi): Native Hawaiian Pacific Islander
 - #10(vii): White
 - #10(viii): Two or More Races
 - #10(ix): Economically Disadvantaged
 - #10(x): English Learners
 - #10(xi): Participating in Special Education

Student Assessment Data Validation Indicator #11: 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.

Calculation

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2019

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.

Student Assessment Data Validation Indicator #12: TELPAS Reading Participation Rate

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

Calculation

$$\frac{\text{number of TELPAS 2-12 reading test absences and others}}{\text{number of TELPAS 2-12 reading test answer documents}}$$

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Spring 2019

Notes

- Students take the TELPAS reading test online during a multi-week spring assessment window.
- All English learners (ELs) 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 services. ELs are required to be assessed annually until they meet bilingual education/ESL program exit criteria and are reclassified as non-ELs.
- Additional information on TELPAS, including details about those students whose admission, review, and dismissal (ARD) committees determine will not participate in the TELPAS assessment in the specified domain(s), can be found in each year's *District and Campus Coordinator Manual*.

Student Assessment Data Validation Indicator #13(i-v): STAAR EOC Test Participation Rate

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

Calculation

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018, Spring 2019, and Summer 2019
- Applicable TSDS PEIMS Collections: Summer 2019 (43415 Sub-Category)

Notes

- This indicator is based on STAAR and STAAR Alternate 2 results and calculated for the following EOC assessments:
 - #13(i): Algebra I
 - #13(ii): English I
 - #13(iii): English II
 - #13(iv): Biology
 - #13(v): U.S. History
- 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) and substitute assessment for documents coded other; and
 - Medical Exception and No Authentic Academic Response (NAAR) for documents coded with the STAAR Alternate 2 special testing provisions.

Student Assessment Data Validation Indicator #14: Discrepancy between TSDS PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted

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

Calculation

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

Minimum Size Requirements and Other Criteria

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2018 and Spring 2019
- Applicable TSDS PEIMS Collections: Fall 2018 (40101 Sub-Category)

Notes

- TSDS PEIMS CTE status should be reported by LEAs based on the CTE Indicator Code Fall Snapshot Decision Chart in Section 2.4 Student Category Data Submission Requirements of the 2018-2019 *Texas Education Data Standards*.
- STAAR CTE status should be reported by LEAs with CTE program information that reflects a student’s CTE status at the time of testing.

Section III: Appendices

Appendix: A – ESC Performance-Based Monitoring Contacts

ESC Performance-Based Monitoring Contacts are updated by each ESC and can be found at <http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>, using the Search RESCs function.

| Full Name | Region | City | Phone | Email Address |
|------------------------|--------|----------------|-------------------------|-------------------------------|
| TODD LARSON | 1 | EDINBURG | (956) 984-6203 | tlarson@esc1.net |
| JOANNE FERGUSON | 2 | CORPUS CHRISTI | (361) 561-8520 | joanne.ferguson@esc2.us |
| NORMA TORRES-MARTINEZ | 2 | CORPUS CHRISTI | (361) 561-8407 | norma.torres-martinez@esc2.us |
| MARTHA ROSE | 2 | CORPUS CHRISTI | (361) 561-8523 | martha.rose@esc2.us |
| DAN BAEN | 2 | CORPUS CHRISTI | (361) 561-8415 | dan.baen@esc2.us |
| LINDA RIDDLE | 2 | CORPUS CHRISTI | (361) 561-8508 | linda.riddle@esc2.us |
| LISA HERNANDEZ | 3 | VICTORIA | (361) 573-0731 ext:270 | lhernandez@esc3.net |
| ANNE MCCAIN | 3 | VICTORIA | (361) 573-0731 ext:219 | amccain@esc3.net |
| KENDA MATSON | 3 | VICTORIA | (361) 573-0731 ext:321 | KMatson@esc3.net |
| DIONNE HUGHES | 3 | VICTORIA | (361) 573-0731 ext:212 | dhughes@esc3.net |
| MITZI MCAFEE | 3 | VICTORIA | (361) 573-0731 ext:214 | mmcafee@esc3.net |
| DR LINDA HALL | 4 | HOUSTON | (713) 744-6399 | lhall@esc4.net |
| MONELLE ROUGEAU | 4 | HOUSTON | (713) 744-6581 | monelle.rougeau@esc4.net |
| ITZIL WELCH | 4 | HOUSTON | (713) 744-4487 | itzil.welch@esc4.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 |
| TAMMY WALKER | 6 | HUNTSVILLE | (936) 435-8360 | twalker@esc6.net |
| JESSICA HASSELL | 6 | HUNTSVILLE | (936) 435-8355 | jhassell@esc6.net |
| TALLY STOUT | 6 | HUNTSVILLE | (936) 435-8371 | tstout@esc6.net |
| BETH NESMITH | 6 | HUNTSVILLE | (936) 435-8243 | bnesmith@esc6.net |
| SANDY CAMMARATA-GARCIA | 6 | HUNTSVILLE | (936) 435-8235 | sgarcia@esc6.net |
| DR STEVE JOHNSON | 6 | HUNTSVILLE | (936) 435-8290 | sjohnson@esc6.net |
| SARAH WRIGHT | 6 | HUNTSVILLE | (936) 435-8400 | swright@esc6.net |
| JAYNE TAVENNER | 6 | HUNTSVILLE | (936) 435-8242 | jtavenner@esc6.net |
| DARA FULLER | 6 | HUNTSVILLE | (936) 435-8313 | dfuller@esc6.net |
| HENRYETT LOVELY | 7 | KILGORE | (903) 988-6854 | hlovely@esc7.net |
| MS SHIRLEY AGAN | 8 | MT PLEASANT | (903) 572-8551 ext:2769 | sagan@reg8.net |
| MR WAYNE SNYDER | 8 | MT PLEASANT | (903) 572-8551 ext:2649 | wsnyder@reg8.net |
| MRS DEBRA CROOMS | 8 | MT PLEASANT | (903) 575-2733 | dcrooms@reg8.net |
| MRS RICHELE LANGLEY | 8 | MT PLEASANT | (903) 575-2605 | rlangley@reg8.net |
| MR LEONARD BELES | 8 | MT PLEASANT | (903) 572-8551 ext:2740 | lbeles@reg8.net |
| MS KAREN J THOMPSON | 8 | MT PLEASANT | (903) 572-8551 ext:2616 | karen.thompson@reg8.net |
| MS KERRI BOWLES | 8 | MT PLEASANT | (903) 572-8551 ext:2720 | kbowles@reg8.net |
| MS STACY ELLEDGE | 8 | MT PLEASANT | (903) 575-2616 | selledge@reg8.net |
| MS KELLY PICKLE | 8 | MT PLEASANT | (903) 575-2647 | kpickle@reg8.net |
| MS HEATHER MCGREGOR | 8 | MT PLEASANT | (903) 572-8551 ext.2731 | hmcgregor@reg8.net |
| KARA FLUTY | 9 | WICHITA FALLS | (940) 322-6928 | Kara.fluty@esc9.net |
| MICKI WESLEY | 9 | WICHITA FALLS | (940) 322-6928 | micki.wesley@esc9.net |
| CINDY MOSES | 9 | WICHITA FALLS | (940) 322-6928 | cindy.moses@esc9.net |
| KIM GILSON | 10 | RICHARDSON | (972) 348-1480 | kim.gilson@region10.org |
| MRS MICHAEL MILBURN | 10 | RICHARDSON | (972) 348-1632 | michael.milburn@region10.org |
| BECKY BOOK | 10 | RICHARDSON | (972) 348-1434 | becky.book@region10.org |

| Full Name | Region | City | Phone | Email Address |
|-------------------|--------|------------------|-------------------------|--------------------------------|
| ANNA GRIFFITHS | 10 | RICHARDSON | (972) 348-1360 | anna.griffiths@region10.org |
| KATHY DUNIVEN | 11 | WHITE SETTLEMENT | (817) 740-7583 | kduniven@esc11.net |
| GRETCHEN KROOS | 11 | WHITE SETTLEMENT | (817) 740-7630 | gkroos@esc11.net |
| LAURA MCKEAN | 11 | WHITE SETTLEMENT | (817) 740-7608 | lmckean@esc11.net |
| STEPHANIE KUCERA | 12 | WACO | (254) 297-1154 | skucera@esc12.net |
| CARIE DOWNES | 12 | WACO | (254) 297-1252 | cdownes@esc12.net |
| ELLEN HOGAN | 12 | WACO | (254) 297-1195 | ehogan@esc12.net |
| CHRIS GRIFFIN | 12 | WACO | (254) 297-1163 | cgriffin@esc12.net |
| NATALIE WEBER | 13 | AUSTIN | (512) 919-5174 | natalie.weber@esc13.txed.net |
| SHIRLEY SANFORD | 13 | AUSTIN | (512) 919-5375 | shirley.sanford@esc13.txed.net |
| LISA WHITE | 14 | ABILENE | (325) 675-8616 | lwhite@esc14.net |
| EMILIA MORENO | 14 | ABILENE | (325) 675-8674 | emoreno@esc14.net |
| JOHN SHAFFER | 15 | SAN ANGELO | (325) 658-6571 ext:4096 | john.shaffer@esc15.net |
| DAVID BEDFORD | 15 | SAN ANGELO | (325) 658-6571 ext:4023 | david.bedford@esc15.net |
| SHIRLEY CLARK | 16 | AMARILLO | (806) 677-5130 | shirley.clark@esc16.net |
| HEATHER BLOUNT | 17 | LUBBOCK | (806) 281-5817 | hblount@esc17.net |
| LINDA JOLLY | 18 | MIDLAND | (432) 561-4305 | ljolly@esc18.net |
| LEE LENTZ-EDWARDS | 18 | MIDLAND | (432) 563-2380 | llentz@esc18.net |
| MARIA MATA | 18 | MIDLAND | (432) 567-3220 | mmata@esc18.net |
| PATRICK SHAFFER | 18 | MIDLAND | (432) 561-4323 | pcshaffer@esc18.net |
| REBECCA ONTIVEROS | 19 | EL PASO | (915) 780-5093 | rontiveros@esc19.net |
| BARBARA O AMAYA | 19 | EL PASO | (915) 780-5354 | bamaya@esc19.net |
| AMY STRAUCH | 20 | SAN ANTONIO | (210) 370-5402 | Amy.Strauch@esc20.net |

The performance-based monitoring contact information for Appendix A is provided by each education service center (ESC). If contact information is missing, call the ESC main number listed at https://tea.texas.gov/regional_services/esc/ for assistance.

Appendix: B – Comments and Questions

| COMMENTS AND QUESTIONS |
|--|
| Questions about the <i>2019 Student Assessment Data Validation Indicators</i> should be addressed to: |
| <p>Performance-Based Monitoring Phone: (512) 463-9704 Email: pbm@tea.texas.gov</p> |
| Comments on the 2019 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 13, 2020, to allow sufficient time for consideration in the 2020 data validation development cycle. |



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