Data Validation Monitoring

Student Assessment

DVM – SA

April 1, 2016

Division of Instructional, School Improvement & College Readiness Support

Office of School Improvement
TO THE ADMINISTRATOR ADDRESSED:

Subject: 2015-2016 Staging for Data Validation Monitoring of Student Assessment

The purpose of this letter is to provide districts, including charter schools, with 2015-2016 intervention staging information for data validation monitoring of student assessment (DVM-SA).

The 2015 student assessment data validation district and student reports were posted to the TEA Secure Environment (TEASE) Accountability application on December 18, 2015. Reports are available only for districts that triggered one of the fifteen DVM-SA indicators. Districts were encouraged to review and analyze these reports to ensure the student assessment data that they submit reflect the requirements of the student assessment program. Including the requirements contained in the 2015 District and Campus Coordinator Manual and other student assessment resources. Based on that review, districts should determine whether any new or additional procedures needed to be implemented to ensure the appropriate implementation of student assessment procedures and the submission of accurate student assessment data.

For the 2015-2016 year, intervention staging for DVM-SA was determined after a review of the type and number of indicators triggered as well as a longitudinal data analysis for trend indicators. Intervention stages for all districts that triggered any DVM-SA indicator will be posted the week of March 14, 2016, in the Intervention, Stage, and Activity Manager (SAM) application or TEASE. Intervention stage worksheets have been posted to the DVM-SA webpage and are available for districts to begin their interventions.

Districts assigned to Stage 1 will complete the DVM-SA workbook for the identified indicator(s) and develop a DVM-SA corrective action plan (DVM-SA CAP) to address any discrepancies and/or noncompliance in the coding or documentation of student assessment data. The completion due date is April 22, 2016. Districts in Stage 1 will maintain the DVM-SA workbook, DVM-SA CAP, and supporting documentation locally. These districts will submit intervention and supporting documentation only upon request of the Texas Education Agency (TEA). New this monitoring cycle, Stage 1 districts will complete and submit a Superintendent Attestation Statement to the agency through SAM by April 22, 2016. This Attestation Statement confirms that district intervention activities are complete and ready for submission to the agency, if requested.

Districts assigned to Stage 2 or 3 will complete the DVM-SA workbook for the identified indicator(s) and develop a DVM-SA CAP to address any discrepancies and/or noncompliance in the coding or documentation of student assessment data. The due date for completion and submission to TEA is April 22, 2016. Further, districts assigned to Stage 3 will engage in follow-up support activities to help ensure the successful implementation of corrective actions and the submission of accurate student assessment data. Specific follow-up activities will be determined after the review of the submitted DVM-SA workbook(s) and DVM-SA CAP.

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How Was My District Selected for Data Validation Monitoring-Student Assessment Intervention Activities?

Data validation monitoring for student assessment (DVM-SA) staging determinations and interventions are based upon district performance on fifteen core indicators.

The 2015 student assessment data validation analysis for the indicators is based on student assessment data from the 2014-2015 school year. Indicator #14 also includes PEIMS course completion data (415 Record) from the summer 2015 submission, and Indicator #15 includes PEIMS student demographic data (101 Record) from the fall 2014 submission. Additional information on DVM-SA indicators is provided in the 2015 Student Assessment Data Validation Manual, and information on district performance on individual indicators is found the Accountability application within the TEA Secure Environment (TEASE).

<table>
<thead>
<tr>
<th>Stages of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
</tr>
<tr>
<td>• Triggered one to three indicators</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
</tr>
<tr>
<td>• Triggered four to nine indicators OR</td>
</tr>
<tr>
<td>• Triggered Indicator #11 OR</td>
</tr>
<tr>
<td>• Triggered Indicator #14 (i-v) - Alternate 2 Special Testing Provisions Rate OR</td>
</tr>
<tr>
<td>• Triggered Indicator #15 this year and past two consecutive years</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
</tr>
<tr>
<td>• Triggered ten or more indicators OR</td>
</tr>
<tr>
<td>• Triggered 3 or more of the 5 #14 Indicators (i-v) - Absent</td>
</tr>
</tbody>
</table>

For more information regarding how core indicators and their sub-indicators are used in staging and interventions, see the Data Validation Monitoring System for Student Assessment Guidance for Local Education Agencies document located on the DVM-SA website.

<table>
<thead>
<tr>
<th>Intervention Stage and Activity Manager (ISAM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING NEW AND UPDATING CONTACTS</td>
</tr>
</tbody>
</table>

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Outcomes: DVM – Student Assessment

- Provide an overview of data validation monitoring student assessment (DVM-SA) and the 2015 indicators
- Review Timeline for DVM – SA Intervention Activities
- Review guidelines and procedures for documentation
- Review staging and DVM interventions for data validation
During the 78th Legislature Regular Session (2003), The Texas Education Code was amended to require an annual electronic audit and report to the Legislature based on the audit findings.

House Bill 3 passed during the 81st Legislature Regular Session and maintained this requirement in Texas Education Code (TEC) §7.028, §39.057. §39.308 and §37.008
The Performance Based Monitoring (PBM) system relies on data submitted by districts; therefore to ensure data integrity the PBM system includes data validation:

Examines an LEAs

1. *Leaver and Dropout Data (DVM-L)* - 8 indicators

2. *Discipline Data (DMD-D)* - 8 indicators

3. *Student Assessment Data (DVM-SA)* – 15 indicators

2015 Student Assessment Data Validation Manual, p. 3
## Key Differences between PBM Indicator and DVM Indicators

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

2015 Student Assessment Data Validation Manual, p. 4
Purpose of the DVM system

Data validation indicators:
- may identify one or more districts collecting and reporting accurate data.
- may be able to confirm accuracy of their data.
- encourage routine data confirmation documented locally, and sometimes communicated back to the agency.
- may determine erroneous data.
- reflect an isolated reporting error that can be addressed by better training, improved quality control of local data collection practices and submission processes, or other targeted local response.
- determine systemic issue within one data collection.
- determine pervasive issue(s) across the data system.
<table>
<thead>
<tr>
<th>Number</th>
<th>2015 Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(i-xi)</td>
<td>STAAR 3-8 Absent Rate (Mathematics)</td>
</tr>
<tr>
<td>2(i-xi)</td>
<td>STAAR 3-8 Absent Rate (Reading)</td>
</tr>
<tr>
<td>3(i-xi)</td>
<td>STAAR 3-8 Absent Rate (Science)</td>
</tr>
<tr>
<td>4(i-xi)</td>
<td>STAAR 3-8 Absent Rate (Social Studies)</td>
</tr>
<tr>
<td>5(i-xi)</td>
<td>STAAR 3-8 Absent Rate (Writing)</td>
</tr>
<tr>
<td>6(i-xi)</td>
<td>STAAR 3-8 Other Rate (Mathematics)</td>
</tr>
<tr>
<td>7(i-xi)</td>
<td>STAAR 3-8 Other Rate (Reading)</td>
</tr>
<tr>
<td>8(i-xi)</td>
<td>STAAR 3-8 Other Rate (Science)</td>
</tr>
<tr>
<td>9(i-xi)</td>
<td>STAAR 3-8 Other Rate (Social Studies)</td>
</tr>
<tr>
<td>10(i-xi)</td>
<td>STAAR 3-8 Other Rate (Writing)</td>
</tr>
<tr>
<td>11</td>
<td>STAAR Alternate 2 Special Testing Provisions Rate</td>
</tr>
<tr>
<td>12</td>
<td>TELPAS Reading Absent Rate</td>
</tr>
<tr>
<td>13</td>
<td>TELPAS Reading Other Rate</td>
</tr>
<tr>
<td>14(i-v)</td>
<td>STAAR EOC Test Participation Rate</td>
</tr>
<tr>
<td>15</td>
<td>Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR Answer Documents Submitted</td>
</tr>
</tbody>
</table>
# DVM – SA Timeline

<table>
<thead>
<tr>
<th>Data Validation</th>
<th>DVM-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Source</strong></td>
<td>PEIMS 101 Records</td>
</tr>
<tr>
<td></td>
<td>PEIMS 415 Records</td>
</tr>
<tr>
<td><strong>2014-2015</strong></td>
<td>Student Assessment from 2014-2015</td>
</tr>
<tr>
<td></td>
<td>#14 includes PEIMS Course Completion from summer 2015</td>
</tr>
<tr>
<td></td>
<td>#15 includes PEIMS student demographic from fall 2015 submission</td>
</tr>
<tr>
<td></td>
<td><em>Reporting CTE students in the PEIMS fall submission, follow the CTE Indicator Code Fall Snapshot Decision Chart in Section 2 of the PEIMS data Standards. When reporting assessment data, districts should submit CTE program information that reflects a student’s CTE status at the time of testing.</em></td>
</tr>
<tr>
<td><strong>District Reports Posted</strong></td>
<td>December 18, 2015</td>
</tr>
<tr>
<td><strong>Staging</strong></td>
<td>March 17, 2016 (during week of Spring Break for most districts)</td>
</tr>
<tr>
<td><strong>Intervention Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Submission Deadlines</strong></td>
<td>April 22, 2016</td>
</tr>
</tbody>
</table>
The 2015 Student Assessment Data Validation Manual is now available at the following link:
http://tea.texas.gov/pbm/DVManuals.aspx

The 2015 Student Assessment Data Validation district reports are scheduled to be posted to the TEASE Accountability application on Friday, December 18, 2015.

Technical Assistance:
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://mansfield.tea.state.tx.us/tea.asked.web/Forms/Home.aspx using the Search RESCs function.

For questions about the manual or the indicators described in the manual, please contact:
Performance-Based Monitoring
(512) 936-6426 or pbm@tea.texas.gov

For questions about interventions, please contact:
Program Monitoring and Interventions
(512) 463-5226 or PMDivision@tea.texas.gov

STAY CONNECTED:

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District Reports

• Posted on December 18, 2016
• Reports only available to districts who triggered one of the 15 DVM – SA indicators
• Districts were encouraged to review and analyze these reports to ensure student assessment data that they submit reflect the requirements of the student assessment program, including those in the 2015 District and Campus Coordinator Manual
Requirements for Districts

Districts obligation to access correspondence from PMI Division:

a) Subscribe to listserv for “To The Administrator Addressed”

b) Access Intervention Stage and Activity Manager (ISAM) to retrieve intervention information (via TEASE)

https://public.govdelivery.com/accounts/TXTEA/subscriber/new

2015 Student Assessment Data Validation Manual, p. 8
TO THE ADMINISTRATOR ADDRESSED

Date: March 7, 2016

TO THE ADMINISTRATOR ADDRESSED:

Subject: 2015-2016 Staging for Data Validation Monitoring of Student Assessment

The purpose of this letter is to provide districts, including charter schools, with 2015-2016 intervention staging information for data validation monitoring of student assessment (DVM-SA).

The 2015 student assessment data validation district and student reports were posted to the TEA Secure Environment (TEASE) Accountability application on December 18, 2015. Reports are available only for districts that triggered one of the fifteen DVM-SA indicators. Districts were encouraged to review and analyze these reports to ensure the student assessment data that they submit reflect the requirements of the student assessment program, including the requirements contained in the 2015 District and Campus Coordinator Manual. Other student assessment resources, based on that review, districts should have determined whether any new or additional procedures needed to be implemented to the appropriate implementation of standards assessment procedures and the submission of accurate student assessment data.

For the 2015-2016 year, intervention staging for DVM-SA was determined after a review of the type and number of indicators triggered as well as a longitudinal data analysis for selected indicators. Intervention staging for all districts that triggered any DVM-SA indicator will be posted the week of March 14, 2016. In the Intervention, Stage, and Activity Manager (ISAM) application in TEASE, Indicator workbooks have been posted to the DVM-SA webpage and are available for districts to begin their interventions.

Districts assigned to Stage 1 will complete the DVM-SA workbook for the identified indicator(s) and develop a DVM-SA corrective action plan (DVM-SA CAP) to address any discrepancies and/or noncompliance in the coding or documentation of student assessment data. This completion due date is April 22, 2016. Districts in Stage 1 will maintain the DVM-SA workbook, DVM-SA CAP, and supporting documentation locally. These districts will submit intervention and supporting documentation only upon request of the Texas Education Agency (TEA). New this monitoring cycle, Stage 1 districts will complete and submit a Superintendent Attestation Statement to the agency through ISAM by April 22, 2016. This Attestation Statement confirms that district intervention activities are complete and ready for submission to the agency, if requested.

Districts assigned to Stage 2 or 3 will complete the DVM-SA workbook for the identified indicator(s) and develop a DVM-SA CAP to address any discrepancies and/or noncompliance in the coding or documentation of student assessment data. The due date for completion and submission to TEA is April 22, 2016. Further, districts assigned to Stage 2 will engage in follow-up support activities to help ensure the successful implementation of corrective actions and the submission of accurate student assessment data. Specific follow-up activities will be determined after the review of the submitted DVM-SA workbook(s) and DVM-SA CAP.

Additionally, all districts assigned an intervention stage will need to designate a DVM-SA program contact in ISAM. Start-by-step instructions for completing this task are included on the DVM-SA page of the TEA website.

Data validation interventions are coordinated with performance interventions to the extent possible and tailored to data accuracy concerns. If a district staged for interventions in this DVM system is also identified for an on-site program effectiveness review through the Performance-Based Monitoring Analysis System (PBMAS), the on-site reviewer will include a review of data quality and data reporting systems.

Resources:

Information related to the DVM-SA indicators is available in the 2015 Student Assessment Data Validation Manual.

Intervention documents and tools for conducting the DVM-SA intervention activities will be posted to the TEA website by March 7, 2016, and will be available in ISAM the week of March 14, 2016.

For questions about the 2015 Student Assessment Data Validation Manual, as well as any of the indicators, please contact Performance-Based Monitoring at (512) 468-6426 or by email at PBMAS@tea.texas.gov.

For questions about interventions, intervention resources, due dates, or submission extension requests, please contact the Program Monitoring and Interventions Division at (512) 468-5226 or by email at PBMdivide@tea.texas.gov.

Education service center (ESC) contacts are also available as resources to districts as they complete DVM-SA intervention requirements.

We appreciate your support of data validation monitoring and its focus on a data-driven, performance-based approach to assist districts in their ongoing efforts to improve student assessment and data accuracy.

Sincerely,

Michael Greenwell, Ed.D.
Director, Program Monitoring and Interventions
The Texas Education Code (TEC) contains two statutory references that form the basis of the student assessment data validation component of the Performance-Based Monitoring System.

- TEC §39.057 calls for special accreditation investigations when anomalous data related to reported absences are observed in the administration of the state student assessment program.

- TEC §7.028 provides specific authority for TEA to monitor the Public Education Information Management System (PEIMS) data integrity and accountability under Chapter 39.
• Texas Education Code §39.057
• PEIMS Data Standards: Section 2
• Texas Student Assessment Program 2015 District and Campus Coordinators Manual
1. How and when do teachers take official attendance?
2. How is attendance entered into the attendance accounting system?
3. Which position(s) is/are responsible for the coding of special programs (such as career and technical, special education, pregnancy related services, etc.)
4. How are changes to special programs documented?
5. How is student membership reconciled between the teacher rosters and the attendance accounting database?
6. How will your district maintain attendance accounting records (including computerized records, period absence slips, and official calendar) after the completion of the school year?
7. What backup systems are in place to protect the attendance accounting records?
Data Validation Reports

Reports and student-level data available via Accountability application on TEASE
(Texas Education Agency Secure Environment)

<table>
<thead>
<tr>
<th>Districts Not Identified</th>
<th>Districts Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message posted: A PBM Discipline Report is not available for your district; reasons will be listed</td>
<td>List of specific indicators triggered</td>
</tr>
<tr>
<td></td>
<td>Number of instances of specific coding</td>
</tr>
<tr>
<td></td>
<td>Report only indicators (data)</td>
</tr>
</tbody>
</table>
Sample Report

DATA SOURCES:

INDICATORS 1-10 = SPRING 2014 STAAR 3-8 DATA AND FALL 2013 AND SPRING 2014 STAAR EOC DATA
INDICATORS 11-12 = SPRING 2014 TELPAS DATA
INDICATOR 13 = PEIMS SUMMER SUBMISSION 2014 (415 Record) AND FALL 2013, SPRING 2014, AND SUMMER 2014 STAAR EOC DATA
INDICATOR 14 = PEIMS FALL SUBMISSION 2013 (101 Record) AND FALL 2013 AND SPRING 2014 STAAR EOC DATA

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2014 STATE RATE</th>
<th>2014 DISTRICT RATE</th>
<th>2014 NUMERATOR</th>
<th>2014 DENOMINATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. STAAR 3-8 OTHER RATE (READING)</td>
<td>TBD</td>
<td>15.3</td>
<td>19</td>
<td>124</td>
</tr>
<tr>
<td>7(ii) AFRICAN AMERICAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. TELPAS READING ABSENT RATE</td>
<td>TBD</td>
<td>28.1</td>
<td>25</td>
<td>89</td>
</tr>
<tr>
<td>14. DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED</td>
<td>TBD</td>
<td>55.8</td>
<td>217</td>
<td>369</td>
</tr>
</tbody>
</table>

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 2014 Student Assessment Data Validation Manual available at http://tea.texas.gov/pbmDVM/manuals.aspx.
Student Assessment Indicators

Data Validation Monitoring
## Indicator #1

### STAAR 3-8 Absent Rate (Mathematics)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as ABSENT for the mathematics test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administration: Fall 2014 and Spring 2015 |
| METHODOLOGY | number of STAAR 3-8 mathematics test absences  
number of STAAR 3-8 mathematics test answer documents |
| STUDENT GROUPS | All Student  
Each Race and Ethnicity (7)  
Economically Disadvantaged  
English Language Learners  
Students Served in Special Education |
| ASSESSMENTS | STAAR English and Spanish  
STAAR A  
STAAR Alt 2  
STAAR L |
**STAAR 3-8 Absent Rate (Reading)**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as ABSENT for the Reading test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
  • Numerator ≥ 10  
  • Test Administrations: Fall 2014 and Spring 2015 |
| METHODOLOGY | \[
\frac{\text{number of STAAR 3-8 reading test absences}}{\text{number of STAAR 3-8 reading test answer documents}}
\] |
| STUDENT GROUPS | All Student  
  Each Race and Ethnicity (7)  
  Economically Disadvantaged  
  English Language Learners  
  Students Served in Special Education |
| ASSESSMENTS | STAAR English and Spanish  
  STAAR A  
  STAAR Alt 2 |
## Indicator #3

### STAAR 3-8 Absent Rate (Science)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as ABSENT for the science test.</th>
</tr>
</thead>
</table>
| **MINIMUM SIZE REQUIREMENT (MSR) & OTHER** | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2014 and Spring 2015 |
| **METHODOLOGY** | number of STAAR grades 5 & 8 science test absences  
_______________________________  
number of STAAR grades 5 & 8 science test answer documents |
| **STUDENT GROUPS** | All Student  
Each Race and Ethnicity (7)  
Economically Disadvantaged  
English Language Learners  
Students Served in Special Education |
| **ASSESSMENTS** | STAAR English and Spanish  
STAAR A  
STAAR Alt 2  
STAAR L |
## Indicator #4

### STAAR 3-8 Absent Rate (Social Studies)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as ABSENT for the social studies test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations:  Fall 2014 and Spring 2015 |
| METHODOLOGY | \[
\frac{\text{number of STAAR grade 8 social studies test absences}}{\text{number of STAAR grade 8 social studies test answer documents}}
\] |
| STUDENT GROUPS | All Student  
Each Race and Ethnicity (7)  
Economically Disadvantaged  
English Language Learners  
Students Served in Special Education |
| ASSESSMENTS | STAAR English  
STAAR A  
STAAR Alt 2  
STAAR L |
## Indicator #5

### STAAR 3-8 Absent Rate (Writing)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as ABSENT for the writing test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2014 and Spring 2015 |
| METHODOLOGY | \[
\frac{\text{number of STAAR grades 4 & 7 writing test absences}}{\text{number of STAAR grades 4 & 7 writing test answer documents}}
\] |
| STUDENT GROUPS | All Student  
Each Race and Ethnicity  
Economically Disadvantaged  
English Language Learners  
Students Served in Special Education |
| ASSESSMENTS | STAAR English and Spanish  
STAAR A  
STAAR Alt 2 |
**Indicator #6**

**STAAR 3-8 Other Rate (Mathematics)**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as Other for the mathematics test.</th>
</tr>
</thead>
</table>
| **MINIMUM SIZE REQUIREMENT (MSR) & OTHER** | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2014 and Spring 2015 |
| **NOTES** | • Students coded other who completed an Algebra I course for the first time in 2014-2015 or for whom a valid Algebra I EOC test answer document was found are not included.  
• Unschooled asylees and refugees are not included in the numerator, coded in accordance with guidelines are not included in numerator. |
| **METHODOLOGY** | \[
\frac{\text{number of STAAR 3-8 mathematics test others}}{\text{number of STAAR 3-8 mathematics test answer documents}}
\] |
| **STUDENT GROUPS** | All Student  
Each Race and Ethnicity  
English Language Learners  
Economically Disadvantaged  
Students Served in Special Education |
| **ASSESSMENTS** | STAAR English and Spanish  
STAAR A  
STAAR Alt 2  
STAAR L |
## Indicator #7

### STAAR 3-8 Other Rate (Reading)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as Other for the reading test.</th>
</tr>
</thead>
</table>

| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2014 and Spring 2015 |
|----------------------------------------|-----------------------------------------------------------------------------------------------|

| NOTES | • Students coded other who completed an English I or English II course for the first time in 2014-2015 or for whom a valid English I or English II EOC test answer document was found are not included.  
• Unschooled asylees and refugees are not included in the numerator, coded in accordance with guidelines are not included in numerator. |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------|

| METHODOLOGY | number of STAAR 3-8 reading test others  
---|-------------------------------------------------------------------------------------------------------------------------------------------------|
|             | ___________________________________________________________________________________  
|             | number of STAAR 3-8 reading test answer documents |

| STUDENT GROUPS | All Student  
Each Race and Ethnicity (7)  
Economically Disadvantaged  
English Language Learners  
Students Served in Special Education |
|----------------|-----------------------------------------------------------------------------------------|

| ASSESSMENTS | STAAR English and Spanish  
STAAR A  
STAAR Alt 2 |
|--------------|-----------------------------------------------------------------------------|
## Indicator #8

### STAAR 3-8 Other Rate (Science)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as Other for the science test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2014 and Spring 2015 |
| NOTES | • Students coded other who completed an Biology course for the first time in 2014-2015 or for whom a valid Biology EOC test answer document was found are not included.  
• Unschooled asylees and refugees are not included in the numerator, coded in accordance with guidelines are not included in numerator. |
| METHODOLOGY | \[
\frac{\text{number of STAAR grades 5 & 8 science test others}}{\text{number of STAAR grades 5 & 8 science test answer documents}}
\] |
| STUDENT GROUPS | All Student  
Each Race and Ethnicity  
Economically Disadvantaged  
English Language Learners  
Students Served in Special Education |
| ASSESSMENTS | STAAR English and Spanish  
STAAR A  
STAAR Alt 2  
STAAR L |
# Indicator #9

## STAAR 3-8 Other Rate (Social Studies)

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as Other for the social studies test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator $\geq 30$
• Numerator $\geq 10$
• Test Administrations: Fall 2014 and Spring 2015 |

| METHODOLOGY | $\frac{\text{number of STAAR grade 8 social studies test others}}{\text{number of STAAR grade 8 social studies test answer documents}}$ |

| NOTES | • Students coded other who completed an U.S. History course for the first time in 2013-2014 or for whom a valid U.S History EOC test answer document was found are not included.
• Unschooled asylees and refugees are not included in the numerator, coded in accordance with guidelines are not included in numerator. |

| STUDENT GROUPS | All Student
Each Race and Ethnicity (7)
Economically Disadvantaged
English Language Learners
Students Served in Special Education |

| ASSESSMENTS | STAAR English
STAAR Alt 2
STAAR Alt 2
STAAR L |
# Indicator #10

**STAAR 3-8 Other Rate (Writing)**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as Other for the writing test.</th>
</tr>
</thead>
</table>
| **MINIMUM SIZE REQUIREMENT (MSR)** | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2014 and Spring 2015 |
| **NOTES** | • Students coded other who completed an English I or English II course for the first time in 2013-2014 or for whom a valid English I or English II EOC test answer document was found are not included.  
• Unschooled asylees and refugees are not included in the numerator, coded in accordance with guidelines are not included in numerator. |
| **METHODOLOGY** | number of STAAR 4 & 7 writing test others  
__________________________  
number of STAAR 4 & 7 writing test answer documents |
| **STUDENT GROUPS** | All Student  
Each Race and Ethnicity  
English Language Learners  
Economically Disadvantaged  
Students Served in Special Education |
| **ASSESSMENTS** | STAAR English and Spanish  
STAAR A  
STAAR Alt 2 |
## Indicator #11

### STAAR Alt 2 Special Testing Provisions Rate

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as MEDICAL EXCEPTION or NO AUTHENTIC ACADEMIC RESPONSE for STAAR Alt 2.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administration: Spring 2015 |
| METHODOLOGY | number of students reported with a Medical Exception or No Authentic Academic Response designation for the grades 3-8 STAAR Alt 2 assessment  
_________________________  
number of students reported with scoring information for the grades 3-8 STAAR Alt 2 assessment |
| NOTES | • If ARD determined that a student met eligibility criteria for STAAR Alt 2 and considered for either Medical Exception (ME) or No Authentic Academic Response (NAAR) designation, then the ARD must have ensure the student met eligibility requirements for those designations as provided by the Student Assessment Division.  
• Students qualifying for ME or NAAR were not required to participate in the administration of STAAR Alt 2 for any course or subject for which they were enrolled during that year.  
• District reports include the total count of special testing provisions disaggregated by ME and NAAR. |
Indicator #11

• Has its own workbook with a Needs Assessment and a Student Level Data Review (SLDR)
• Must submit the following Individualized Education Program documentation for each student
  – STAAR Alternate Participation Requirements
  – STAAR Alt 2 ME or NAAR Eligibility Requirements
  – Present Levels of Academic Achievement and Functional Performance (PLAAFP)
  – Goals and objectives
  – IEP minutes/deliberations.
**Indicator #12**

**TELPAS Reading Absent Rate**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as ABSENT for the TELPAS reading test throughout the window</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administration: Spring 2015 |
| METHODOLOGY | number of TELPAS 2-12 reading test absences  
______________________________  
number of TELPAS 2-12 reading test records |
## TELPAS Reading Other Rate

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as Other for the TELPAS reading test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administration: Spring 2015 |
| METHODOLOGY     | number of TELPAS 2-12 reading test others  
---------------------------------------------  
number of TELPAS 2-12 reading test records |
Verify Score Codes for Grades 2–12 Reading Test

- A student’s test is automatically scored when the Final Submit button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.

- If a student does not complete the reading test, one of the following “do not score” designations must be selected when marking the student’s test complete.

  A = Absent

  Student absent throughout the testing window.

  A student should not be marked “A” if the student was absent on the testing days but also fits one of the score designations below.

  X = ARD Decision

  Student does not participate in the grades 2–12 reading test on the basis of the student’s disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s IEP. A decision not to assess a student should be rare.

  O = Other Student Not to Be Scored

  Student experiences a test administration irregularity or illness during testing. If you are a sending campus and are responsible only for a student’s holistic ratings because the student withdrew during the testing window, do not place the student in a test session or mark a “do not score” designation.
## Indicator #14

### STAAR EOC Test Participation Rate

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates discrepancies between course completion data and STAAR EOC test participation.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | - Denominator ≥ 30  
- Numerator ≥ 10  
- Test Administrations: Fall 2014, Spring 2015 and Summer 2015  
- PEIMS Collection: Summer 2015 (415 record) |
| NOTES | Districts’ total count of documents coded other are also disaggregated by high school equivalency program (HSEP) and substitute assessment for documents coded other |
| METHODOLOGY | number of STAAR students for whom a corresponding STAAR EOC assessment was not found or was coded absent, other, Medical Exemption, or No Authentic Academic Response  

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>Algebra I, English I, English II, Biology and U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE COMPLETION</td>
<td>PEIMS Summer 2014 data (415 record)</td>
</tr>
</tbody>
</table>
The 415 Course Completion record is used to capture the course activity for students. This information is also used to link back to the 300 Course Section record in order to identify the classroom information associated with a student’s respective class assignments.
# STAAR EOC Test Participation Rate

## Biology Answer Document

<table>
<thead>
<tr>
<th>Score Code</th>
<th>ACCOMM.</th>
<th>Test Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI</td>
<td>BI</td>
<td>BI</td>
</tr>
<tr>
<td>A</td>
<td>GA</td>
<td>00</td>
</tr>
<tr>
<td>S</td>
<td>XD</td>
<td>01</td>
</tr>
</tbody>
</table>

- **Coded Other**
- **HSEP or Substitute Assessment**
## Indicator #15

### Discrepancy between PEIMS Career Technical Education (CTE) Status and STAAR EOC Answer Document Submitted

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts with a discrepancy between the number of students reported with CTE Indicator Code “2” (coherent sequence) or “3” (Tech Prep) in PEIMS but not coded with CTE Indicator Code “2” or “3” on the STAAR EOC answer documents.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2014 and Spring 2015  
• PEIMS Collections: Fall 2014 (101 record) |
| METHODOLOGY | number of students reported with CTE Indicator Code "2" or "3" in PEIMS but not coded with CTE Indicator Code "2" or "3" on the STAAR EOC answer documents  

\[
\frac{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS}}{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS and tested on STAAR EOC}}
\]

| NOTES | • PEIMS CTE statues should be reported by districts based on the CTE Indicator Code Fall Snapshot Decision chart in Section 2 of PEIMS Data Standards.  
• STAAR CTE status should be reported by districts with CTE program information that reflects a student’s CTE status at the time of testing. |
| PEIMS CTE STATUS | PEIMS Fall 2014 snapshot data (101 record) |
# STAAR/CTE Coding

<table>
<thead>
<tr>
<th>Description of Student's CTE Participation</th>
<th>CTE Indicator Code to Be Used on PEIMS 101 Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>not enrolled in a CTE course</td>
<td>0</td>
</tr>
<tr>
<td>enrolled in one CTE course (a CTE participant, 6–12)</td>
<td>1</td>
</tr>
<tr>
<td>CTE coherent sequence taker (CTE concentrator, 9–12) (Coherent sequence is defined as two or more CTE courses for three or more credits.)</td>
<td>2</td>
</tr>
<tr>
<td>Tech-Prep program participant (9–12)</td>
<td>3</td>
</tr>
</tbody>
</table>

## FOR SCHOOL USE ONLY

<table>
<thead>
<tr>
<th>ETH</th>
<th>RACE</th>
<th>ED</th>
<th>TIA</th>
<th>MS</th>
<th>L</th>
<th>ESL</th>
<th>SE</th>
<th>G/T</th>
<th>AR</th>
<th>CT</th>
<th>A1</th>
<th>A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>01</td>
<td>02</td>
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<td>00</td>
<td>QA</td>
<td>XD</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>04</td>
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<td>01</td>
<td>03</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>LA</td>
<td></td>
</tr>
</tbody>
</table>

## FOR MIGRANT USE ONLY

- HSEP
- SUBSTITUTE ASSESSMENT
- FOREIGN EXCHANGE STUDENT

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**Ensure that appropriate answer documents are prepared.**

An answer document or online testing record must be submitted for every enrolled student for each grade/subject or course to appropriately account for ALL students. If precoded materials are not received for an eligible student, then an answer document must be hand-gridded for that student. Confirm with all appropriate personnel (i.e., ARD and LPAC) that your knowledge of testing decisions for students is correct.

- **Grades 3–8**
  - For students in grades 3–8, submit one answer document or online record for mathematics and reading.
  - For students in grades 4 and 7, submit one answer document or online record for writing.
  - For students in grade 5, submit one answer document or online record for science.
  - For students in grade 8, submit one answer document or online record for science and social studies.
  - STAAR and STAAR Spanish will use the same document for a given grade and subject.
  - There are no STAAR L assessments for reading and writing. All students who participate in the online administration of STAAR L mathematics, science, or social studies will participate in either the appropriate paper administration of STAAR reading and writing or the STAAR A online administration.
  - Students take the STAAR test at their enrolled grade unless they are receiving accelerated instruction. If receiving accelerated instruction, students should be administered the STAAR assessment that aligns with the level of TEKS instruction they are receiving.
    - Students receiving instruction above grade level in a subject not tested at their enrolled grade-level will take the test above grade level. (For example,
Interventions
How Was My District Selected for Data Validation Monitoring-Student Assessment Intervention Activities?

Data validation monitoring for student assessment (DVM-SA) staging determinations and interventions are based upon district performance on fifteen core indicators.

The 2015 student assessment data validation analysis for the indicators is based on student assessment data from the 2014-2015 school year. Indicator #14 also includes PEIMS course completion data (415 Record) from the summer 2015 submission, and Indicator #15 includes PEIMS student demographic data (101 Record) from the fall 2014 submission. Additional information on DVM-SA indicators is provided in the 2015 Student Assessment Data Validation Manual, and information on district performance on individual indicators is found the Accountability application within the TEA Secure Environment (TEASE).

### Stages of Intervention

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Triggered one to three indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2</td>
<td>Triggered four to nine indicators OR Triggered Indicator #11 OR Triggered Indicator #14 (i-v) - Alternate 2 Special Testing Provisions Rate OR Triggered Indicator #15 this year and past two consecutive years</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Triggered ten or more indicators OR Triggered 3 or more of the 5 #14 Indicators (i-v) - Absent</td>
</tr>
</tbody>
</table>

For more information regarding how core indicators and their sub-indicators are used in staging and interventions, see the Data Validation Monitoring System for Student Assessment Guidance for Local Education Agencies document located on the DVM-SA website.
## DVM Tiered Intervention Structure

### Stage 1
- Indicator workbook
- CAP if appropriate
- Retain locally
- Random submissions
- Superintendent attestation statement

### Stage 2
- Indicator workbook
- CAP if appropriate
- Submit to TEA
- Feedback on submission

### Stage 3
- Indicator workbook
- CAP if appropriate
- Submit to TEA
- Feedback on submission
- Additional follow-up and support
The listing of resources are customized as per respective district stage for intervention activities.
Intervention Guidance for Districts
Required Intervention Activities:
• Needs assessment
• SLDR for applicable indicators
• DVM-SA CAP as applicable
• Submission of supporting documentation for student records included in a SLDR.

District Leadership Team
• A DLT is responsible for conducting all DVM – SA intervention activities and participants must be involved in the process.
• Recommended that all instructional levels are included (elementary, middle school and high school).
• Once assembled, it is expected that the original team members will remain in place as required interventions are conducted or implemented.
• Districts may add team members as needed to complete any particular activity or interventions.
What is the problem?
Student level data review, local data review

Doing the work and monitoring
TEA support with Stage 3 districts

Why does problem exist?
Questions in Needs Assessment tab, root cause analysis process (i.e. lack of process, training, monitoring)

What are we going to do to resolve root cause?
DVM-CAP (strategy to address root cause)
# DVM-Student Assessment

<table>
<thead>
<tr>
<th>SA Indicator</th>
<th>Description</th>
<th>Workbook Content</th>
<th>Student Level Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>STAAR Absent Rate – Math (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>2</td>
<td>STAAR Absent Rate – Reading (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>3</td>
<td>STAAR Absent Rate – Science (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>4</td>
<td>STAAR Absent Rate – Social St (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>5</td>
<td>STAAR Absent Rate – Writing (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>6</td>
<td>STAAR Other Rate – Math (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>7</td>
<td>STAAR Other Rate – Reading (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>8</td>
<td>STAAR Other Rate – Science (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>9</td>
<td>STAAR Other Rate – Social St (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>10</td>
<td>STAAR Other Rate – Writing (i-xi)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>11</td>
<td>STAAR ALT 2 Special Testing Provisions</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>12</td>
<td>TELPAS Absent Rate</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>13</td>
<td>TELPAS Other Rate</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>14</td>
<td>EOC Participation Rate (i-v)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>15</td>
<td>CTE Coding Discrepancy</td>
<td>DA</td>
<td>DVM Report</td>
</tr>
</tbody>
</table>

Indicators highlighted in the same color are in the same workbook.
Indicator Workbooks

- Except for Indicator #15, all workbooks contain the tabs above.
- Use the NA and SLDR collectively to determine the root cause for the district triggering that indicator.
- Reference the Instructions tab in all workbooks.
Conduct a NA for indicators triggered. Questions are open ended and all must be answered.

If noncompliance is identified, activities to address those findings must be included in the DVM – SA CAP.
Before you can conduct the SLDR, districts first need to access the student level data reports and review the supporting documentation related to the coding on students’ answer document in some cases.

- Go to TEASE/Accountability/PBM/2015 PBM Data Validation: Student Assessment Data/2015 PBM Data Validation District Report: Student Assessment Data
Collecting data for the SLDR

- Applicable to:
  - Absent indicators 1-5, 12
  - Other indicators 6-10, 13
- Stage 1 student sample = 15 students across Absent indicators or the Other indicators
- Stage 2 and 3 student sample = 30 students across the Absent indicators or the Other indicators
Student Samples
Absent and Other Indicators

For example:

• Stage 2 district triggered indicators 1, 3, and 12
• SLDR in the Indicator 1-5 and 12 workbook would contain a maximum of 30 students
• Students from math, science and TELPAS reading are included
• All student groups that were identified should be included.
Student Samples
Indicator 14 – EOC Participation

• Districts create a student sample for:
  • Not Found
  • Absent
  • Other
  • Special Testing Provisions

• Districts could have four different student sample in indicator 14 if all for categories were triggered.
• All content areas identified should be included in a student sample for any category.
For example:

A stage 1 district triggered STP and Absent. In Absent, the District triggered English I and Algebra I

District creates a student sample of up to 15 students for STP
District creates a student sample of up to 15 students for Absent that includes both English I and Algebra I students
Student Samples
Additional Guidance

• Instruction tab of each workbook

• Intervention Guidance document
DVM – SA Corrective Action Plan (CAP)

*If appropriate*

- Corrective Action strategies should be integrated, as appropriate, into district and campus improvement processes (DIP, CIP)
- District must develop a CAP if the district or TEA identifies program effectiveness issues
  - Procedures
  - Noncompliance with state reporting or documentation requirements
  - Must address root cause of the coding and/or documentation discrepancies identified through the completion of the NA and SLDR.
DVM Resource Slides
Students test

- District sends answer documents and data is processed and sent to TEA for use in accountability systems
  - SIS pulls data for federal accountability identification
  - PBM pulls data for PBMAS indicators
  - DVM validates districts' student assessment processes, specifically student inclusion

- Performance Reporting pulls data for state accountability ratings
  - Performance data in all 4 Indexes

- Performance data in all programs

- Focus Schools Priority Schools Reward Schools

- Public report and potential interventions

- Public report and potential interventions

- Public report and potential interventions
Students test

District sends answer documents and data is processed and sent to TEA for use in accountability systems

These instances result in the student not being included in the performance indicators used in accountability systems

DVM validates districts’ student assessment processes, specifically student inclusion

Absent

A score code used when student is not at school and doesn’t test, including during make-up window

Other

A score code used when student results are not to be used. Use guided by DCCM

Not Found

Status of answer document when student is reported as taking the course, but no EOC document for student is found

Special Testing Provisions

Status of Medical Exception or No Authentic Academic Response for STAAR Alt 2 Participation
Students test

- STP
- Not Found
- Absent
- Other

District sends answer documents and data is processed and sent to TEA for use in accountability systems

DVM validates districts’ student assessment processes, specifically student inclusion

Performance Reporting pulls data for state accountability ratings

Performance data in all 4 Indexes

Public report and potential interventions

SIS pulls data for federal accountability identification

Focus Schools
- Priority Schools
- Reward Schools

Public report and potential interventions

PBM pulls data for PBMAS indicators

Performance indicators in all programs

Public report and potential interventions
DVM validates districts’ student assessment processes, specifically student inclusion.
Data Quality: Student Assessment

Indicator Description

| Coding of Absent STAAR Grades 3-8 (each subject) | Coding of Other STAAR Grade 3-8 (each subject) | Coding of Absent TELPAS Reading | Coding of Other TELPAS Reading | STAAR EOC Test Participation Rate | Discrepancy between PEIMS CTE Status and STAAR EOC Answer Documents |

Area Targeted

| Procedures for verifying ADA records with state assessment | Procedures for late arrivals | Documentation of school emergencies | Documentation of discrepancy between ADA records and state assessment | Procedures for checking/recording attendance | Procedures for checking for students not on the assigned test site |

Student Attendance Accounting Handbook
District/Campus Procedures
Test Day Absentee Documentation
State Assessment Seating Charts
Texas Assessment Program Coordinator Manual
Data Validation Process

- Texas Assessment Program Guidelines
- PEIMS Data Standards
- District Monitoring
- Internal Audits
- Process Procedures
- Campus Monitoring
- Data Review
- District Campus Training
References


Texas Education Agency. (March 10, 2016) Program Monitoring and Interventions TETN Session.