Data Validation Monitoring

Student Assessment

DVM – SA

May 1, 2017

Division of Instructional, School Improvement & College Readiness Support

Office of School Improvement
DVM – Student Assessment

This presentation is in support and in addition to the guidelines provided by TEA.

All resources here:
➢ Guidance
➢ Rubric
➢ ISAM Guide
➢ Workbooks
➢ CAP

http://tea.texas.gov/interiorpage.aspx?id=25769820680

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2016 Student Assessment Data Validation Manual

Texas Education Agency

Department of Assessment and Accountability
Division of Performance Reporting

April 12, 2017:

TO THE ADMINISTRATOR ADDRESSED:

Subject: 2016-2017 Data Validation Monitoring of Student Assessment

The purpose of this letter is to provide districts, including charter schools, with 2016-2017 intervention staging information for data validation monitoring of student assessment (DVM-SA).

The 2016 student assessment data validation indicators and student reports were posted to the TEA Secure Environment (TEASE) Accountability application the week of December 12, 2016. Reports are only available for districts that triggered one of the fourteen 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 2016 District and Campus Coordinator Manual, and other student assessment resources. Based on that review, districts should have determined 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 2016-2017 year, intervention staging for DVM-SA was determined after review of the type and number of indicators triggered. Intervention stages for all districts that triggered any DVM-SA indicator are currently posted in the Intervention State and Activity Manager (ISAM) application in TEA. Through ISAM, a district can determine which stage of intervention has been assigned for DVM-SA. All districts with anomalous data for any DVM-SA indicator have been assigned an intervention stage.

Districts assigned to stage 1

Completion of the DVM-SA workbook for identified indicator(s) and development of 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 is required of districts assigned to stage 1. The due date for completion is May 12, 2017. 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 May 12, 2017. 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

Completion of the DVM-SA workbook for identified indicator(s) and development of a DVM-SA CAP to address any discrepancies and/or noncompliance in the coding or documentation of student assessment data is required of districts assigned to stage 2 or 3. The due date for completion and submission to TEA is May 12, 2017. 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 assessment data. Specific follow-up activities will be determined after the review of the submitted DVM-SA workbook(s) and DVM-SA CAP.
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 2016 student assessment data validation analysis for the indicators is based on student assessment data from the 2015-2016 school year. Indicator #14 also includes PEIMS course completion data (415 Record) from the summer 2016 submission, and Indicator #15 includes PEIMS student demographic data (101 Record) from the fall 2015 submission. Additional information on DVM-SA indicators is provided in the 2016 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>Stage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Triggered at least one and up to four indicators</td>
</tr>
<tr>
<td>2</td>
<td>Triggered at least five and up to ten indicators</td>
</tr>
<tr>
<td>3</td>
<td>Triggered eleven or more indicators</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.
Outcomes: DVM – Student Assessment

• Provide an overview of data validation monitoring student assessment (DVM-SA) and the 2016 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)* – 14 indicators

2016 Student Assessment Data Validation Manual, p. iii
### 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>
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.

2016 Student Assessment Data Validation Manual, p. 4
<table>
<thead>
<tr>
<th>Number</th>
<th>2016 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 Participation Rate</td>
</tr>
<tr>
<td>13 (i-v)</td>
<td>STAAR EOC Test Participation Rate</td>
</tr>
<tr>
<td>14</td>
<td>Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted</td>
</tr>
</tbody>
</table>
## 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 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>

Data Validation Monitoring (DVM)

No monitoring events found for Data Validation Monitoring (DVM).

Data Validation Monitoring (DVM)

<table>
<thead>
<tr>
<th>Student Assessment</th>
<th>Stage 1</th>
</tr>
</thead>
</table>

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Sample Report

CONFIDENTIAL
Texas Education Agency
2016 PBM Data Validation District Report
Student Assessment Data

Example ISD Region ZZ

DATA SOURCES:
INDICATORS 1-10 = SPRING 2016 STAAR 3-8 DATA AND FALL 2015 AND SPRING 2016 STAAR EOC DATA
INDICATOR 11 = SPRING 2016 STAAR 3-8 DATA
INDICATOR 12 = SPRING 2016 TELPAS DATA
INDICATOR 13 = PEIMS SUMMER SUBMISSION 2016 (415 Record) AND FALL 2015, SPRING 2016, AND SUMMER 2016 STAAR EOC DATA
INDICATOR 14 = PEIMS FALL SUBMISSION 2015 (101 Record) AND FALL 2015 AND SPRING 2016 STAAR EOC DATA

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2016</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>STATE</td>
<td>DISTRICT</td>
</tr>
<tr>
<td></td>
<td>RATE</td>
<td>RATE</td>
</tr>
<tr>
<td>7. STAAR 3-8 OTHER RATE (READING)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7(i) AFRICAN AMERICAN</td>
<td>TBD</td>
<td>15.3</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>124</td>
</tr>
<tr>
<td>13. STAAR EOC TEST PARTICIPATION RATE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13(i) ALGEBRA I</td>
<td>TBD</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>339</td>
<td>10674</td>
</tr>
<tr>
<td></td>
<td>NOT FOUND</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>ABSENT</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>SUBSTITUTE ASSESSMENT</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>SPECIAL TESTING PROVISIONS</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>MEDICAL EXCEPTION</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>NO AUTHENTIC ACADEMIC RESPONSE (NAAR)</td>
<td>TBD</td>
</tr>
<tr>
<td>14. DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>55.8</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td></td>
<td>389</td>
</tr>
</tbody>
</table>
## DVM – SA Timeline

<table>
<thead>
<tr>
<th>Data Validation</th>
<th>DVM-Assessment</th>
</tr>
</thead>
</table>
| **Data Source** | PEIMS 101 Records  
PEIMS 415 Records |
| **2015-2016**   | Student Assessment from 2015-2016  
#13 includes PEIMS Course Completion from summer 2016  
#14 includes PEIMS student demographic from fall 2015 submission |
| *Reporting CTE students in the PEIMS fall submission, follow the CTE Indicator Code Fall Snapshot Decision Chart in Appendix P of the Texas Student Data System (TSDS). When reporting assessment data, districts should submit CTE program information that reflects a student’s CTE status at the time of testing.* |
| **Staging**     | April 5, 2017 |
| **Intervention Activities Submission Deadlines** | May 12, 2017 |
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

2016 Student Assessment Data Validation Manual, p. 8

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Student Assessment Background

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
• Texas Student Data System: Appendix P
• Texas Student Assessment Program
  2016 District and Campus Coordinators
  Manual
Accounting for Students
PEIMS 101 Record Student Assessment

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?
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 <strong>Absent</strong> for the mathematics test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administration: Fall 2015 and Spring 2016 |
| 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 |
| NOTES | STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in the indicator.  
Student coded other who completed an Algebra I course for the first-time in 2015 – 2016 or for whom a valid Algebra I STAAR EOC test answer document was found are not included in this indicator. |
## Indicator #2

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

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This indicator evaluates districts’ reporting of students as <strong>Absent</strong> for the Reading test.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MINIMUM SIZE REQUIREMENT (MSR) &amp; OTHER</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Denominator ≥ 30</td>
<td></td>
</tr>
<tr>
<td>• Numerator ≥ 10</td>
<td></td>
</tr>
<tr>
<td>• Test Administrations: Fall 2015 and Spring 2016</td>
<td></td>
</tr>
</tbody>
</table>

### 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

### NOTES

STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in the indicator.

Student coded other who completed an English I or English II course for the first-time in 2015 – 2016 or for whom a valid English I and English II STAAR EOC test answer document was found are not included in this indicator.
**Indicator #3**

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

**INDICATOR**

This indicator evaluates districts’ reporting of students as **ABSENT** for the science test.

**MINIMUM SIZE REQUIREMENT (MSR) & OTHER**

- Denominator ≥ 30
- Numerator ≥ 10
- Test Administrations: Fall 2015 and Spring 2016

**METHODOLOGY**

\[
\frac{\text{number of STAAR grades 5 & 8 science test absences}}{\text{number of STAAR grades 5 & 8 science test answer documents}}
\]

**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

**NOTES**

STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in the indicator.

Student coded other who completed an Biology STAAR course for the first time in 2015 – 2016 or for whom a valid Biology STAAR EOC test answer document was found are not included in this indicator.
# Indicator #4

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

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as <strong>ABSENT</strong> for the social studies test.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MINIMUM SIZE REQUIREMENT (MSR) &amp; OTHER</strong></td>
<td>• Denominator ≥ 30</td>
</tr>
<tr>
<td></td>
<td>• Numerator ≥ 10</td>
</tr>
<tr>
<td></td>
<td>• Test Administrations: Fall 2015 and Spring 2016</td>
</tr>
<tr>
<td><strong>METHODOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>number of STAAR grade 8 social studies test absences</td>
</tr>
<tr>
<td></td>
<td>___________________________________________</td>
</tr>
<tr>
<td></td>
<td>number of STAAR grade 8 social studies test answer documents</td>
</tr>
<tr>
<td><strong>STUDENT GROUPS</strong></td>
<td>All Student</td>
</tr>
<tr>
<td></td>
<td>Each Race and Ethnicity (7)</td>
</tr>
<tr>
<td></td>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>English Language Learners</td>
</tr>
<tr>
<td></td>
<td>Students Served in Special Education</td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
<td>STAAR English</td>
</tr>
<tr>
<td></td>
<td>STAAR A</td>
</tr>
<tr>
<td></td>
<td>STAAR Alt 2</td>
</tr>
<tr>
<td></td>
<td>STAAR L</td>
</tr>
<tr>
<td><strong>NOTES</strong></td>
<td>STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in the indicator.</td>
</tr>
<tr>
<td></td>
<td>Student coded other who completed a US History course for the first-time in 2015 – 2016 or for whom a valid English I and U.S History STAAR EOC test answer document was found are not included in this indicator.</td>
</tr>
</tbody>
</table>
## 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 2015 and Spring 2016 |
| METHODOLOGY        | number of STAAR grades 4 & 7 writing test absences  
________________________  
number of STAAR grades 4 & 7 writing 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 |
| NOTES              | STAAR Alternate 2 assessments for students with score codes of Medical Exception (M) and No Authentic Academic Response (N) are not included in the indicator.  
Student coded other who completed an English I or English II course for the first time in 2015 – 2016 or for whom a valid English I and English II STAAR EOC test answer document was found are not included in this indicator. |
**Indicator #6**

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

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as <strong>Other</strong> for the mathematics test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2015 and Spring 2016 |
| METHODOLOGY | number of STAAR 3-8 mathematics test others  
\[ \frac{\text{number of STAAR 3-8 mathematics test answer documents}}{\text{number of STAAR 3-8 mathematics test answer documents}} \] |
| STUDENT GROUPS | All Student  
Each Race and Ethnicity (7)  
English Language Learners  
Economically Disadvantaged Students Served in Special Education |
| ASSESSMENTS | STAAR English and Spanish  
STAAR A  
STAAR Alt 2  
STAAR L |
| NOTES | • Students coded other who completed an Algebra I course for the first time in 2015-2016 or for whom a valid Algebra I STAAR 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. |
## 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 2015 and Spring 2016 |
| METHODOLOGY | number of STAAR 3-8 reading test others  

\[
\text{number of STAAR 3-8 reading test answer documents}
\]  

| 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 |
| NOTES | • Students coded other who completed an English I or English II course for the first time in 2015-2016 or for whom a valid English I or English II STAAR 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. |
## 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 2015 and Spring 2016 |
| METHODOLOGY | number of STAAR grades 5 & 8 science test others  
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 |
| NOTES | • Students coded other who completed an Biology course for the first time in 2015-2016 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. |
## Indicator #9

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

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as <strong>Other</strong> for the social studies test.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administrations: Fall 2015 and Spring 2016 |
| METHODOLOGY | \[
\frac{\text{number of STAAR grade 8 social studies test others}}{\text{number of STAAR grade 8 social studies test answer documents}}
\] |
| 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 |
| NOTES | • Students coded other who completed an U.S. History STAAR course for the first time in 2015-2016 or for whom a valid U.S History STAAR 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. |
## 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 2015 and Spring 2016 |
| 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 |
| NOTES | • Students coded other who completed an English I or English II STAAR course for the first time in 2015-2016 or for whom a valid English I or English II STAAR 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. |
# Indicator #11

## STAAR Alt 2 Special Testing Provisions Rate

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as <strong>MEDICAL EXCEPTION</strong> or <strong>NO AUTHENTIC ACADEMIC RESPONSE</strong> for STAAR Alt 2.</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administration: Spring 2016 |
| 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 ensured the student met eligibility requirements for those designations as provided by the Student Assessment Division. |
|       | • Students qualifying for Medical Exception 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 Participation Rate

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>This indicator evaluates districts’ reporting of students as not participating in the TELPAS reading test during the window</th>
</tr>
</thead>
</table>
| MINIMUM SIZE REQUIREMENT (MSR) & OTHER | • Denominator ≥ 30  
• Numerator ≥ 10  
• Test Administration: Spring 2016 |
| METHODOLOGY | number of TELPAS 2-12 reading test absences  
| | ───────────────────────────────────────────────────────────────────────────  
| | number of TELPAS 2-12 reading test records |
# Indicator #13

## 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 2015, Spring 2016 and Summer 2016  
• PEIMS Collection: Summer 2016 (415 record) |
| **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  
number of STAAR students who completed a course for which a STAAR EOC assessment is required |
| **ASSESSMENTS** | Algebra I, English I, English II, Biology and U.S. History |
| **COURSE COMPLETION** | PEIMS Summer 2016 data (415 record) |
| **NOTES** | Districts may be identified under this indicator for one or more of the numerator’s components.  
Districts’ will include the following disaggregated accounts 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. |
## Indicator #14

### 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 2015 and Spring 2016  
• PEIMS Collections: Fall 2015 (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  
_________________________  
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 Appendix P of the *Texas Education 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 2015 snapshot data (101 record) |
### STAAR EOC Participation

#### 415 Record

**Indicator 13**

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.
### 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></td>
<td></td>
</tr>
<tr>
<td>BI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **HSEP**
- **SUBSTITUTE ASSESSMENT**

- **Coded Other**
- **HSEP or Substitute Assessment**

**Indicator 13**
## 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>B</th>
<th>ESL</th>
<th>SE</th>
<th>G/T</th>
<th>AR</th>
<th>CT</th>
<th>A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>A</td>
<td>01</td>
<td>6</td>
<td>1</td>
<td>C</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>W</td>
<td>B</td>
<td>02</td>
<td>7</td>
<td>8</td>
<td>M1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
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<td></td>
<td>W</td>
<td>04</td>
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<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 2016 student assessment data validation analysis for the indicators is based on student assessment data from the 2015-2016 school year. Indicator #14 also includes PEIMS course completion data (415 Record) from the summer 2016 submission, and Indicator #15 includes PEIMS student demographic data (101 Record) from the fall 2015 submission. Additional information on DVM-SA indicators is provided in the 2016 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>Stage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Triggered at least <strong>one</strong> and up to <strong>four</strong> indicators</td>
</tr>
<tr>
<td>2</td>
<td>Triggered at least <strong>five</strong> and up to <strong>ten</strong> indicators</td>
</tr>
<tr>
<td>3</td>
<td>Triggered <strong>eleven</strong> or <strong>more</strong> indicators</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

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Indicator workbook</td>
<td>• Indicator workbook</td>
<td>• Indicator workbook</td>
</tr>
<tr>
<td>• CAP if appropriate</td>
<td>• CAP if appropriate</td>
<td>• CAP if appropriate</td>
</tr>
<tr>
<td>• Retain locally</td>
<td>• Submit to TEA</td>
<td>• Submit to TEA</td>
</tr>
<tr>
<td>• Random submissions</td>
<td>• Feedback and guidance from TEA</td>
<td>• Additional follow-up and support activities based on review</td>
</tr>
<tr>
<td>• Superintendent attestation statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• But locally submit upon request</td>
<td></td>
</tr>
</tbody>
</table>
The listing of resources are customized as per respective district stage for intervention activities.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Download All Resources (ZIP file)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Submissions</td>
<td></td>
</tr>
<tr>
<td>Indicators</td>
<td></td>
</tr>
<tr>
<td>Feedback / Follow-Ups</td>
<td></td>
</tr>
<tr>
<td>Extensions</td>
<td></td>
</tr>
<tr>
<td>Review Contacts</td>
<td></td>
</tr>
<tr>
<td>Resources (Click on resources headings to download individual resource.)</td>
<td></td>
</tr>
<tr>
<td>DVM-SA Attestation Statement</td>
<td></td>
</tr>
<tr>
<td>DVM-SA Workbook #06-#10 and #13</td>
<td></td>
</tr>
<tr>
<td>DVM-SA Corrective Action Plan</td>
<td></td>
</tr>
<tr>
<td>DVM-SA Workbook #14</td>
<td></td>
</tr>
<tr>
<td>DVM-SA Guidance</td>
<td></td>
</tr>
<tr>
<td>Showing 1 to 5 of 5 entries</td>
<td></td>
</tr>
</tbody>
</table>
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.

- ESC staff consulted and utilized as technical resources
What is the problem?  
Student level data review, local data review

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)

Doing the work and monitoring  
TEA support with Stage 3 districts
# 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 Reading Participation Rate</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>13</td>
<td>EOC Participation Rate (i-v)</td>
<td>SLDR and DA</td>
<td>DVM Report</td>
</tr>
<tr>
<td>14</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 #14, 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.

Instructions for Completing the Workbook

The workbook contains the following documents for review and completion:
1. Student Level Data Review (SLDR)
2. Needs Assessment

These indicators evaluate districts' reporting of students as ABSENT for the STAAR 3-8 tests in mathematics, reading, science, social studies, and writing. For more information regarding these indicators, please use the

2016 Student Assessment Data Validation Manual

If staged, the district must read the instructions and complete the workbook.

1. Access the student-level report titled 2016 PBM Data Validation Student Report: Student Assessment Data located on the PBM tab of the Accountability application in TEASE. Click on the "2016 PBM Data Validation: Student Assessment Data" link to access. Review the student assessment information for all students identified on the report. Submission requirements for supporting documentation in each intervention stage, including the number of student records included in the student sample, are listed below.

2. Complete the worksheet titled Student Level Data Review (SLDR). Enter all the requested information for the student records listed. When the word 'Select' is present in a cell, the district must make a selection from the drop-down list provided.

3. Use results of the SLDR, in addition to local data, to complete the Needs Assessment tab and identify any root causes of absent coding discrepancies. Address any identified root causes in the data validation monitoring for student assessment corrective action plan (DVM-SA CAP).

4. Depending on staging, additional instructions are listed below. All districts are expected to complete all intervention activities by May 12, 2017.
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/2016 PBM Data Validation: Student Assessment Data/2016 PBM Data Validation District Report: Student Assessment Data
Collecting data for the SLDR

- Applicable to:
  - Absent indicators 1-5
  - Other indicators 6-9, 10
- 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
Indicator 13 – EOC Participation

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

- Districts could have four different student sample in indicator 13 if all four categories were triggered.
- All content areas identified should be included in a student sample for any category.
Student Samples
Indicator 13 – EOC Participation

For example:

– A stage 1 district triggered STP (Special Testing Provision) 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

– 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

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

Public report and potential interventions
DVM validates districts’ student assessment processes, specifically student inclusion

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

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

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DVM validates districts’ student assessment processes, specifically student inclusion

Students test

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

STP, Not Found, Absent, Other

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
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

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Data Validation Process

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


Texas Education Agency. 2015-2016 Texas Student Data System: Appendix P.

Texas Education Agency. (April 6, 2016) Program Monitoring and Interventions TETN Session.