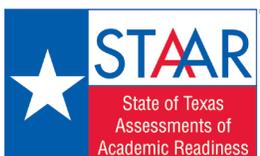


Private Schools

Test Administration Information



2020–2021

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Introduction

On behalf of the Texas Education Agency (TEA), Texas private schools (which throughout this document also include home schools) may participate on a voluntary basis in the secure spring 2021 state assessments. These assessments include:

- State of Texas Assessments of Academic Readiness (STAAR®) grades 3–8 and end-of-course (EOC)
- STAAR Spanish grades 3–5
- Texas English Language Proficiency Assessment System (TELPAS) K–12

Private schools opting to participate would purchase the secure spring 2021 tests. As an alternative to administering these tests, private schools also have the option of administering released tests from previous years.

Administration of Released Tests

Previously administered STAAR test forms and answer keys and TELPAS listening and speaking and reading tests and answer keys have been released to disclose actual test questions to the public and to provide districts with an evaluation tool to help chart student development.

STAAR released test forms and answer keys are available free of charge and can be found on the TEA website at [STAAR Released Test Questions](#).

TELPAS released tests and answer keys are available free of charge and can be found on the TEA website at [TELPAS Released Tests Grades 2–12](#).

The copyrighted released test forms, which are no longer secure testing instruments, may be administered at any time. They can be administered to all students or to a subset of students, and all or a partial battery may be given.

Private schools administering the released tests are responsible for scoring the tests and are not required to report test results to TEA.

Administration of the Secure Spring 2021 Assessments

Chapter 39 of the Texas Education Code (TEC), available on the [Texas Constitution and Statutes](#) website, provides for the voluntary assessment of private-school students with the same secure tests that are administered in Texas public schools. All participating private schools must follow standard procedures for testing.

TEC, [§39.033](#), requires that private schools wishing to administer secure tests enter into an agreement with TEA (see Appendix A) and report to the Commissioner of Education indicators of student achievement as described in TEC, [§39.053\(c\)](#) and [§39.301\(c\)](#). The information should be provided using the Texas Academic Performance Data document. This document, and instructions for completing the document, are also included (see Appendix D and E).

Test Security

All schools administering the secure state assessments must maintain the security and confidential integrity of the Texas student assessment program as indicated in TEC, [§39.030](#). Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Private schools must ensure that the only individuals permitted to have access to these materials and information are personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed an Oath of Test Security and Confidentiality. For additional information refer to the Administrator Requirements and Testing Schedule section on the next page.

Private schools must follow all standard administration procedures described in the testing materials and in the [Security](#) section of the *District and Campus Coordinator Resources*. Procedures that private schools must follow include but are not limited to:

- verifying that all testing materials boxes have been accounted for and match the shipping notice contained in Box 1 (white box) of the shipment
- immediately notifying the state's testing contractor of any discrepancies identified between the materials received and the shipping notice
- placing test booklets and answer documents in secure, limited-access, locked storage when not in use
- collecting and destroying any scratch paper, graph paper, and reference materials that students wrote on during the test, as well as any recordings
- requiring that all secure materials have been accounted for and packaged in accordance with the procedures for returning materials, as detailed in the testing materials
- maintaining inventory and shipping records (shipping notices, documents used to track the delivery of materials, Materials Control Forms) for five years in the event that a discrepancy arises or the receipt or delivery of materials cannot be confirmed

Costs and Administration Requirements

Participating private schools must pay to administer the secure 2021 tests. The cost for each secure test may not exceed the per-student cost of administering the same assessment to a student enrolled in a public school. These costs have been approved by the State Board of Education.

Test materials will be shipped to private schools when all deliverables required by the agreement have been provided. When test results have been determined, private schools will receive the same standard reports that public schools receive. The administration cost includes scoring the tests and delivering the standard reports.

Required as part of the agreement, a school must have a state-assigned county-district-campus (CDC) number. If your school does not have a CDC number, contact the state's testing contractors at 855-333-7770 for STAAR or 800-627-0225 for TELPAS, and one will be provided.

All eligible students enrolled in a grade or a course for which the private school is administering a test are required to participate in the administration. Schools must administer all the subject-area tests regularly available to all students at a particular grade level or for a particular course assessment.

Administrator Requirements and Testing Schedule

Test administrators must hold valid education credentials (e.g., Texas teacher certificates and permits). Noncertified paraprofessionals currently employed by the private school who routinely work with students in the classroom may serve as test administrators, monitors, or assistants provided they are supervised by a certified professional. Each test administrator or supervising certified professional must submit a copy of his or her teaching credentials as proof of qualification to administer secure tests.

All test administrators, monitors, and assistants, including noncertified paraprofessionals, must be trained annually and sign an Oath of Test Security and Confidentiality. Private schools must assign an individual to serve as the testing coordinator. The testing coordinator is required to attend annual training provided by the local Education Service Center (ESC). It is the private school's responsibility to contact the ESC to learn about training dates and times. The ESC will verify private school test administrator attendance. A certificate of training from the ESC must be provided with other deliverables required by the agreement.

Private schools must identify individuals who will be participating as test administrators or testing coordinators and complete the information requested on the List of Private School Testing Coordinators, Test Administrators, and Supervisors Participating in the Administration of the Texas Student Assessment Program form included as Appendix G.

Private schools will test on the same dates as public schools, as specified on the TEA [Student Assessment Testing Calendar](#). A complete schedule of testing dates is available on the TEA's [Test Calendars](#) webpage.

Resources

There are a number of resources available on TEA’s [Student Assessment](#) website to help private schools prepare for the STAAR and TELPAS administrations.

The *Interpreting Assessment Reports* guide can help private schools become familiar with the types of reports available for the assessment program. The guide, hyperlinked by separate assessment programs, is located on the [Interpreting Assessment Reports](#) webpage.

The Glossary for the Texas Academic Performance Report, which is excerpted in the Instructions for Completing the Texas Academic Performance Data (see Appendix F), is available on the TEA’s [Texas Academic Performance Reports](#) webpage.

After all the required information is completed and returned, private schools will be sent a confirmation of the order. A school’s shipment of test materials will include sufficient quantities of administration materials.

Private schools planning to participate in the secure spring 2021 assessments must return all required completed forms by **February 5, 2021**.

Contact the TEA Student Assessment Division at 512-463-9536 for additional information about testing private school students. Contact the Texas Assessment Support Center at 855-333-7770 to request STAAR materials or for questions about STAAR orders. Contact the Customer Service Center at 800-627-0225 to request TELPAS materials or for questions about TELPAS orders.

Private schools are required to complete and return the following information:

- the Agreement Between the Texas Education Agency and the Private or Home School (Appendix A)
- the Assessment Materials Order Form (with payment) (Appendix B and C)
- the Texas Academic Performance Indicators (Appendix D)
- the Texas Academic Performance Data (Appendix F)
- the List of Private School Testing Coordinators, Test Administrators, and Supervisors Participating in the Administration of the Texas Student Assessment Program form and a copy of the participants’ teaching credentials (Appendix G)
- verification of testing coordinator annual security training from the local ESC
- separate security oaths for both the Superintendent or Chief Administrative Officer and the district testing coordinator (Appendix H and I)

Appendix A

Agreement Between the Texas
Education Agency and the Private or
Home School

Agreement Between the Texas Education Agency and the Private or Home School

As authorized by Texas Education Code (TEC), §39.033, Voluntary Assessment of Private School Students, _____, a private school operating in the State of Texas, hereinafter “Private School,” represented by _____ enters into the following agreement with the Texas Education Agency, hereinafter “the Agency,” to administer an assessment instrument or instruments adopted under Texas Education Code, Chapter 39. This agreement shall be in effect for the spring 2021 administration and shall permit Private School to administer the assessment instruments only on the dates specified in the testing procedures for the specific grades and subjects to be assessed.

In consideration of payment according to the schedule specified in the Assessment Materials Order Form, the Agency agrees to provide Private School the testing materials and standard reports specified therein.

Private School agrees to follow the procedures prescribed in the testing materials, and that said procedures are incorporated herein as if set forth in their entirety and form a part of this agreement.

In accordance with TEC, §39.033(b)(1), Private School agrees to provide the commissioner of education the information described by TEC, §39.053(c) and §39.301(c), and further defined by the Texas Academic Performance Indicators document, and by the Texas Academic Performance Data document.

Private School agrees to maintain confidentiality of test items in compliance with TEC, §39.030, and as required in the instructions for administering the assessment instruments. Private School agrees to notify the Texas Education Agency of any violation or suspected violation of test security or confidentiality. Private School further agrees to certify in writing to the commissioner of education that the assessment instruments and test items have been kept secure and that:

- a) no unauthorized person has inspected or viewed any part of the assessment instrument;
- b) no person has in any way copied or reproduced any part of a secure test;
- c) no person has copied or reproduced any part of a student response to a secure test;
- d) no person has revealed any of the contents of the assessment instrument;
- e) no person has corrected or altered student responses to the assessment instrument or provided assistance with responses to the assessment instrument;
- f) no person encouraged or assisted an individual to engage in the conduct described in a–f, preceding; and
- g) all eligible students have been tested according to the guidelines provided in the testing materials.

Private School agrees to require that the assessments be administered only by persons, hereinafter “test administrators,” holding valid education credentials (e.g., Texas teacher certificates and permits). Those selected may include teachers, counselors, librarians, substitute teachers, teachers who hold teaching permits or alternative certificates, and other professional educators, whether or not currently employed in the field of education. Private School agrees to ensure that each test administrator has been trained to administer the assessment and is prohibited from deviating from procedures described in the administration instructions. Private School understands that the Agency may, at its option, not allow a private school to participate in an assessment if that school has previously deviated from the procedures described in the administration instructions or failed to provide the information required by TEC, §39.053(c) and §39.301(c), and that sanctions against professional credentials may be invoked for conduct prohibited by this section.

Private School understands that the prerequisite deliverables listed below must be provided to the Agency's contractors no later than **February 5, 2021** and agrees that failure to deliver these items by that date shall render this agreement null and void and no assessment instruments will be provided to Private School.

For STAAR:

Educational Testing Service
Austin Program Office
Email: STAAR3-8@ets.org or STAAREOC@ets.org

For TELPAS:

Pearson
TELPAS Program Team
400 Center Ridge Drive
Austin, TX 78753
Fax: 512-989-5375

Prerequisite Deliverables

1. This agreement, signed by an authorized representative of Private School;
2. A completed Assessment Materials Order Form;
3. The completed Texas Academic Performance Indicators information;
4. The completed Texas Academic Performance Data information, which provides the data required for Indicators 3–10, listed in the Texas Academic Performance Indicators section of this test administration information;
5. The completed List of Private School Testing Coordinators, Test Administrators, and Supervisors Participating in the Administration of the Texas Student Assessment Program information and a copy of the participants' teaching credentials;
6. Verification of testing coordinator annual security training from the local ESC;
7. A signed Oath of Test Security and Confidentiality for Superintendent or Chief Administrative Officer and District Testing Coordinator; and
8. Payment to the Agency's contractor at the rates specified on the appropriate Assessment Materials Order Form.

Texas Education Agency

Private School

BY: _____

FOR: _____

PRINTED NAME: _____

TITLE: _____

DATE: _____

Appendix B

Assessment Materials Order Form –
STAAR

Assessment Materials Order Form

STAAR

Private Schools

(Deadline for ordering: **February 5, 2021**)

School Name: _____ Date: _____

Street Address: *(No P.O. Boxes)* _____ Billing Address: _____

Telephone: _____

Fax Number: _____

Email: _____

County-District-Campus Number: - - ETS cannot ship an order without this number. If your school does not have a number assigned, call ETS and a number will be provided to you.

Authorized Signature: _____ Position: _____

Printed Name: _____

Please indicate method of payment:

Purchase Order
Purchase order number _____

Credit Card
If choosing to pay with a credit card,
an ETS representative will contact you
to obtain your credit card information.
Please do not include your credit card
number on this form.

TOTAL AMOUNT \$

Tests are only available for the primary administrations of STAAR. Tests are not available for the June and December EOC administrations.

Fax deliverables to ETS at 512-765-9151 or
Email deliverables to ETS at STAAR3-8@ets.org
or STAAREOC@ets.org.

County-District-Campus Number:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>
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(ETS cannot ship an order without this number.)



STAAR ENGLISH VERSION ASSESSMENTS

	DATES ADMINISTERED	NUMBER OF STUDENTS TO TEST	PRICE PER STUDENT	TOTAL COST
GRADE 3				
Mathematics	May 11	<input type="text"/>	× \$4.21 =	<input type="text"/>
Reading	May 12	<input type="text"/>		
GRADE 4				
Writing	April 6	<input type="text"/>	× \$16.47 =	<input type="text"/>
Mathematics	May 11	<input type="text"/>	× \$3.96 =	<input type="text"/>
Reading	May 12	<input type="text"/>		
GRADE 5				
Mathematics	May 11	<input type="text"/>	× \$2.76 =	<input type="text"/>
Reading	May 12	<input type="text"/>		
Science	May 13	<input type="text"/>	× \$3.82 =	<input type="text"/>
GRADE 6				
Mathematics	May 11	<input type="text"/>	× \$3.76 =	<input type="text"/>
Reading	May 12	<input type="text"/>		
GRADE 7				
Writing	April 6	<input type="text"/>	× \$15.57 =	<input type="text"/>
Mathematics	May 11	<input type="text"/>	× \$3.83 =	<input type="text"/>
Reading	May 12	<input type="text"/>		
GRADE 8				
Mathematics	May 11	<input type="text"/>	× \$2.88 =	<input type="text"/>
Reading	May 12	<input type="text"/>		
Science	May 6	<input type="text"/>	× \$7.78 =	<input type="text"/>
Social Studies	May 7	<input type="text"/>		

County-District-Campus Number:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>
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(ETS cannot ship an order without this number.)



STAAR End-of-Course Assessments

	DATES ADMINISTERED	NUMBER OF STUDENTS TO TEST	PRICE PER STUDENT	TOTAL COST
English I	April 6	<input type="text"/>	× \$18.52 =	<input type="text"/>
English II	April 8	<input type="text"/>	× \$19.83 =	<input type="text"/>
Algebra I	May 4–May 7	<input type="text"/>	× \$4.59 =	<input type="text"/>
Biology	May 4–May 7	<input type="text"/>	× \$4.60 =	<input type="text"/>
U.S. History	May 4–May 7	<input type="text"/>	× \$4.62 =	<input type="text"/>

Appendix C

Assessment Materials Order Form –
TELPAS

Assessment Materials Order Form TELPAS Private Schools

(Deadline for ordering: **February 5, 2021**)

School Name: _____ Date: _____

Street Address: *(No P.O. Boxes)*

Billing Address:

Telephone: _____

Email: _____

County-District-Campus Number: ——

Pearson cannot ship an order without this number. If your school does not have a number assigned, call Pearson and a number will be provided to you.

Authorized Signature: _____ Position: _____

Printed Name: _____

Please indicate method of payment:

- Check (Make payable to Pearson.)
Check number _____
- Purchase Order
Purchase order number _____

Pearson
400 Center Ridge Drive
Austin, TX 78753
800-627-0225

TOTAL AMOUNT \$

County-District-Campus Number: - -
 (Pearson cannot ship an order without this number.)



TELPAS Assessments

	DATES ADMINISTERED	NUMBER OF STUDENTS TO TEST	PRICE PER STUDENT	TOTAL COST
K-1	February 22–April 2 (all domains)	<input type="text"/>	× \$6.24 =	<input type="text"/>
Grade 2	February 22–April 2 (listening, speaking, writing)	<input type="text"/>	× \$12.53 =	<input type="text"/>
	February 22–April 9 (reading)			
Grade 3	February 22–April 2 (listening, speaking, writing)	<input type="text"/>	× \$12.53 =	<input type="text"/>
	February 22–April 9 (reading)			
Grades 4–5	February 22–April 2 (listening, speaking, writing)	<input type="text"/>	× \$12.53 =	<input type="text"/>
	February 22–April 9 (reading)			
Grades 6–7	February 22–April 2 (listening, speaking, writing)	<input type="text"/>	× \$12.53 =	<input type="text"/>
	February 22–April 9 (reading)			
Grades 8–9	February 22–April 2 (listening, speaking, writing)	<input type="text"/>	× \$12.53 =	<input type="text"/>
	February 22–April 9 (reading)			
Grades 10–12	February 22–April 2 (listening, speaking, writing)	<input type="text"/>	× \$12.53 =	<input type="text"/>
	February 22–April 9 (reading)			

Appendix D

Texas Academic Performance
Indicators

TEXAS ACADEMIC PERFORMANCE INDICATORS Private Schools

This information, which is by reference a part of the agreement between the Texas Education Agency and _____, refers to §39.053 and §39.301 of the Texas Education Code and lists the data requirements for each Texas Academic Performance Indicator. The cited sections of the Texas Education Code can be found at <http://www.statutes.legis.state.tx.us/>.

The following section generally describes the methods by which each indicator is determined. The data for Indicators 3–10 are to be reported in the Texas Academic Performance Data information.

Indicator 1—percentage of students meeting the passing standards on the State of Texas Assessments of Academic Readiness (STAAR®) EOCs for each subject tested. This information is taken directly from the answer documents and Campus Group Identification Sheets. No additional data are required.

Indicator 2—percentage of students meeting the passing standards on STAAR by grade for each subject area tested. This information is taken directly from the answer documents and Campus Group Identification Sheets. No additional data are required.

Indicator 3—attendance rates based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculations.

Indicator 4—status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*). For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–2016. They are followed through their expected graduation with the class of 2019.

Indicator 5—percentage of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program (RHSP), Distinguished Achievement Program, or the Foundation High School Plan with either a Distinguished Level of Achievement or with an Endorsement.

Indicator 6—a count of students who complete and receive credit for at least one advanced course in grades 9–12. Advanced courses include dual enrollment courses.

Indicator 7—results of the College Board’s Advanced Placement (AP) examinations and the International Baccalaureate’s (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Indicator 8—the College Board’s SAT and ACT, Inc.’s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Indicator 9—percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation.

Indicator 10—percentage of students who enrolled and began instruction at an institution of higher education in the school year following high school graduation and did not require a developmental education course based on the *Texas Success Initiative*.

Appendix E

Instructions for Completing the
Texas Academic Performance Data

Instructions for Completing the TEXAS ACADEMIC PERFORMANCE DATA

The definitions below are excerpted from the Glossary for the Texas Academic Performance Report (TAPR). It will be necessary for private schools to compute each indicator for each group listed across the top of the Texas Academic Performance Data information.

Due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR®) due to the COVID-19 pandemic, the Performance section of this year's Texas Academic Performance Report (TAPR) is not updated. Instead, private schools will need to fill out 2018–19 performance data.

To maintain the confidentiality of individual student performance, use the following rule when computing the averages and percentages required for the indicators: if the number of students in the denominator is fewer than five, write the denominator in the table rather than the average or percentage, and circle the denominator.

Indicator 1—The results of STAAR required under Sections 39.023(a), (c), and (l), aggregated by grade level and subject area or course.

Information is taken from the student answer documents and Campus Group Identification sheets and need not be reported separately.

Indicator 2—This indicator is the combined percent passing STAAR at the Meets Grade Level standard for all grades for each subject area tested.

Information is taken from the student answer documents and Campus Group Identification sheets and need not be reported separately.

Indicator 3—Attendance rates reported in the TAPR are based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2018–2019}}{\text{total number of days students were in membership in 2018–2019}}$$

Show attendance rates for 2018–2019.

Indicator 4—This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2015–2016. They are followed through their expected graduation with the class of 2019.

The four values are calculated as follows:

- (1) *Graduated*. Based on the 2015–2016 cohort, this shows the percent who received their high school diploma on time or earlier—by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2019}}{\text{number of students in the 2015–2016 cohort}}$$

- (2) *Received GED*. Based on the 2015–2016 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2019. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2019}}{\text{number of students in the 2015–2016 cohort}}$$

- (3) *Continued High School*. Based on the 2015–2016 cohort, this shows the percentage still enrolled as students in the fall of the 2019–2020 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2019–2020 school year}}{\text{number of students in the 2015–2016 cohort}}$$

- (4) *Dropped Out*. Based on the 2015–2016 cohort, this shows the percentage who dropped out and did not return by the fall of the 2019–2020 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2019–2020 school year}}{\text{number of students in the 2015–2016 cohort}}$$

Indicator 5—This indicator shows the percent of graduates who are reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program (RHSP), the Distinguished Achievement Program, or the Foundation High School Plan with either a Distinguished Level of Achievement or with an Endorsement. It is calculated as follows:

$$\frac{\text{number of graduates with graduation codes for Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Plan with either a Distinguished Level of Achievement or with an Endorsement}}{\text{number of graduates}}$$

Indicator 6—This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9–12. Advanced courses include dual enrollment courses.

Dual enrollment courses are those for which a student gets both high school and college credit.

The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9–12 who received credit for at least one advanced or dual enrollment course in 2018–2019}}{\text{number of students in grades 9–12 who completed at least one course in 2018–2019}}$$

Indicator 7—These refer to the results of the College Board’s Advanced Placement (AP) examinations and the International Baccalaureate’s (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The following two values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination, any subject:

$$\frac{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}{\text{number of grade 11 and 12 students}}$$

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of grade 11 and 12 examinees with at least one score at or above criterion}}{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}$$

Indicator 8—These include the College Board’s SAT and ACT, Inc.’s ACT Assessment.

Two values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

Indicator 9—This is the percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2017–2018 school year who attended a public or independent college or university in Texas in the 2018–2019 academic year}}{\text{number of graduates during the 2017–2018 school year}}$$

Indicator 10—This indicator shows the percent of students who enrolled and began instruction at an institution of higher education in the school year following high school graduation and did not require a developmental education course based on the *Texas Success Initiative*. The rate is determined as follows:

number of graduates during the 2017–2018 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

and

met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics) and therefore were not required to enroll in a developmental education course

number of graduates during the 2017–2018 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

Appendix F

Texas Academic Performance Data

TEXAS ACADEMIC PERFORMANCE DATA

2018–2019 Campus Performance—Private Schools

School System Name: _____

Campus Name: _____

County-District-Campus Number: — —

INDICATORS 3–10	School Yr/Grad Class	Campus (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ. Disadv.	Limited English Proficient (LEP)
3. Attendance Rate 2018–2019	—	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
4. 4-Year Longitudinal Rate (Gr 9–12)	—											
Class of 2019												
Graduated		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Received GED		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Continued HS		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Dropped Out		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
5. RHSP/DAP/FHSP- E/FHSP-DLA	—											
Class of 2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
6. Advanced Course/ Dual Enrollment Completion	—											
2018–2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
7. AP/IB Results	—											
Tested												
2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Examinees >= Criterion												
2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
8. SAT/ACT Results	—											
Tested												
Class of 2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
At/Above Criterion												
Class of 2019		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
9. Graduates Enrolled in TX Institution of Higher Education (IHE)	—											
2017–2018		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
10. Graduates in TX IHE Completing One Year Without Remediation	—											
2017–2018		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

Information for computing Indicators 1 and 2 are taken from the student answer documents and need not be reported.

Appendix G

List of Private School Testing
Coordinators, Test Administrators, and
Supervisors Participating in the
Administration of the Texas Student
Assessment Program

List of Private School Testing Coordinators, Test Administrators, and Supervisors Participating in the Administration of the Texas Student Assessment Program

Complete the information on the chart provided as described below for each person who will access secure test materials; train test administrators and support staff; supervise non-credentialed test administrators; or administer a secure State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, or Texas English Language Proficiency Assessment System (TELPAS) assessment.

- **Name** (First, Last, Middle Initial)
- **Role** (Testing Coordinator, Supervisor of Non-Credentialed Test Administrator, or Test Administrator)
 - TESTING COORDINATOR—Testing coordinators are required to attend annual testing coordinator training in November 2020, provided by their local Education Service Center (ESC) in test security and general testing procedures. Trained testing coordinators must train test administrators and staff involved in handling secure materials and administering the secure assessments. Any certified personnel employed by a school may serve as the testing coordinator; at least one testing coordinator is required.
 - SUPERVISOR—Persons not holding current, valid education credentials (e.g., Texas teacher certificates and permits) must be supervised by someone holding such credentials.
Supervisors should be aware of their responsibilities toward test administrators.
 - TEST ADMINISTRATOR—The secure assessments must be administered only by persons who have been trained; have signed a security oath; and who hold valid education credentials (e.g., Texas teacher certificates and permits) or are supervised by someone who holds such credentials. Identify if the person listed is a test administrator (credentialed or not) at your school. If the person listed does not hold valid credentials, also write in the name of the certified personnel who will be supervising him or her during testing.
- **Credentials**
 - TESTING COORDINATOR—Indicate that a valid Texas teaching credential is held by the testing coordinator and provide a copy. In addition, contact the local ESC and arrange for the private school testing coordinator to attend annual training. Verification of ESC training (e.g., a certificate) must be attached to this packet.
 - SUPERVISOR—Supervisors of non-credentialed test administrators must provide a copy of their credentials.
 - TEST ADMINISTRATOR—Indicate that a valid Texas teaching credential is held by the test administrator. If not credentialed, ensure that the name of the credentialed individual supervising the test administrator is noted in the Role column.

Attach copies of the valid credentials for test administrators (or supervising administrators) to this list. You may copy the List of Private School Testing Coordinators, Test Administrators, and Supervisors Participating in the Administration of the Texas Student Assessment Program form as needed.

NOTE: All test administrators included on this list must be approved by TEA prior to accessing secure test materials.

List of Private School Testing Coordinators, Test Administrators, and Supervisors Participating in the Administration of the Texas Student Assessment Program

Name of School _____ **Date** _____

List each person who will have access to test materials and identify every role that person will have in the test administration. Credentials, ESC Attendance, and Administration information must be completed for each person listed.

Name	Role	Credentials	ESC Attendance	Administration	
	(Mark all that apply)			(Circle all that apply) (List all that apply)	
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject
	Testing Coordinator Y N Supervisor Y N Test Administrator Y N Supervised by: _____	Credentials are attached Y N	Attended 2021 ESC training (verification of training is attached) Y N	Program STAAR TELPAS	Grade/Subject

Appendix H

2020–2021 Oath of Test Security and
Confidentiality for Superintendent or
Chief Administrative Officer

2020–2021

Oath of Test Security and Confidentiality for Superintendent or Chief Administrative Officer

PART I. Superintendents and Chief Administrative Officers are required to complete this portion of the security oath prior to the first state assessment administration of the school year.

In accordance with Texas Education Code (TEC) §§39.030, 39.0301, 39.0302, 39.0303, 39.0304; Texas Administrative Code (TAC) §§101.27, 101.3031, 247.2, and 249.15; and state assessment procedures; I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the Texas Student Assessment Program and do hereby certify the following:

Check the box for each statement.

- I understand I am responsible for ensuring compliance with state test administration procedures and training activities.
- I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of the information.
- I understand my obligations to maintain and preserve the security and confidentiality of all state assessments.
- I understand that the school district or charter school is obligated to notify the Texas Education Agency (TEA) Student Assessment Division as soon as it becomes aware of any alleged or suspected violation of the security or confidential integrity of a test.
- I am aware of the range of penalties that may result from a violation of test security and confidentiality as indicated in TEC §39.0303 and TAC §101.3031 and §249.15; and I am aware that failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test is itself a violation and could result in sanctions.
- If applicable, I understand that charter school test administrators are not required to be certified; however, any irregularity in the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under the TEC, §12.115(a)(4).

I do hereby certify, warrant, and affirm the following:

- I have ensured that the school district or charter school has faithfully and fully complied with all requirements concerning test security and confidentiality.
- I have ensured that I or the District Testing Coordinator have reported all confirmed testing violations to TEA in accordance with the reporting process stipulated in the test administration materials.
- I will notify either the District Testing Coordinator or TEA of any violation or suspected violation of test security and confidentiality that may hereinafter be reported to me.
- I have ensured that the school district or charter school is in compliance with the records retention requirements stipulated in the test administration materials.

IN WITNESS WHEREOF I affix my hand on this date: _____, 20_____.

Signature of Superintendent/Chief Administrative Officer

Printed Name of Superintendent/Chief Administrative Officer

District/Charter Name

County-District Number

Sign and print this form and return a copy with your private school application by February 5, 2021. You are encouraged to print and save a copy of this oath.

Duplicate this form as needed.

Appendix I

2020–2021 Oath of Test Security and
Confidentiality for District Testing
Coordinator

2020–2021

Oath of Test Security and Confidentiality for District Testing Coordinator

PART I. District Testing Coordinators are required to complete this portion of the security oath after receiving training and before handling secure test materials.

In accordance with Texas Education Code (TEC) §§39.030, 39.0301, 39.0302, 39.0303, 39.0304; Texas Administrative Code (TAC) §§101.27, 101.3031, 247.2, and 249.15; and state assessment procedures; I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the Texas Student Assessment Program and do hereby certify the following:

Check the box for each statement.

- I have received training on the appropriate administration(s) of the state assessments as required by TEC §39.0304.
- I have read all applicable manuals, directions, and procedures governing the administration of the student assessment program.
- I will ensure that the appropriate personnel are trained in general test administration policies and procedures, including policies and procedures specific to each administration during this school year.
- I will ensure that the appropriate personnel who are authorized to view secure test content (e.g., oral, braille, or paper with embedded supports administrations; basic or complex transcriptions; etc.) are trained in specific security protocols.
- I will ensure that any noncertified paraprofessionals who are allowed to participate in the student assessment program will have a certified staff member identified who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to penalty.
- I am aware of the security and confidentiality requirements stated in TAC §101.3031 (not limited to the following excerpt):
 - (1) All assessment instruments included in the student assessment program are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential.
 - (2) School districts and campuses, the superintendent and campus principals in each school district, open-enrollment charter schools and campuses, and the chief administrative officer and campus principals of each charter school shall:
 - (A) implement and ensure compliance with state test administration procedures and training activities;
 - (B) notify the Texas Education Agency (TEA) as soon as the school district or charter school becomes aware of any alleged or suspected violation of the security or confidential integrity of a test; and
 - (C) report all confirmed testing violations to TEA within 10 working days of the school district or charter school becoming aware of the violation in accordance with the reporting process stipulated in the test administration materials.
- I am aware of the range of penalties that may result from a violation of test security and confidentiality as indicated in TEC §39.0303 and TAC §101.3031 and §249.15; and I am aware that failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test is itself a violation and could result in sanctions.
- I understand the responsibilities and requirements related to my supervisory role in testing.
- I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of the information.
- I understand my obligations to maintain and preserve the security and confidentiality of all state assessments.
- I understand my obligation to report any suspected violations of test security or confidentiality to TEA.
- If applicable, I understand that charter school test administrators are not required to be certified; however, any irregularity in the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under the TEC, §12.115(a)(4).

I do hereby certify, warrant, and affirm the following:

Check the box for each statement.

- I have faithfully and fully complied with all requirements concerning test security and confidentiality.
- I have reported all confirmed testing violations to TEA in accordance with the reporting process stipulated in the test administration materials.
- I will notify TEA of any violation or suspected violation of test security and confidentiality that may hereinafter be reported to me.
- I have ensured that the school district or charter school is in compliance with the records retention requirements stipulated in the test administration materials.

IN WITNESS WHEREOF I affix my hand on this date: _____, 20_____.

Signature of District Testing Coordinator

Printed Name of District Testing Coordinator

District/Charter Name

County-District Number

Sign and print this form and return a copy with your private school application by February 5, 2021.
You are encouraged to print and save a copy of this oath.

Duplicate this form as needed.

