



6231 E. Stassney Lane
AUSTIN, TEXAS 78744



December 2016

TO THE INDIVIDUAL/ORGANIZATION ADDRESSED:

On behalf of the Texas Education Agency (TEA), Texas private schools (which throughout this correspondence also include home schools) may participate on a voluntary basis in the secure spring 2017 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; and
- Texas Language Proficiency Assessment System (TELPAS) K–12.

In addition to administering secure spring 2017 tests, private schools have the option of administering released tests from previous years.

ADMINISTRATION OF RELEASED STAAR TEST MATERIALS

Previously administered STAAR test forms and answer keys and TELPAS 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, sample items, and answer keys are available free of charge from the TEA website at <http://tea.texas.gov/student.assessment/staar/>.

TELPAS released reading tests and answer keys are available free of charge from the TEA website at <http://tea.texas.gov/student.assessment/ell/telpas/released-tests/>.

The copyrighted released test forms and sample items, 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.

Schools are responsible for scoring the released tests.

Private schools administering the released tests are not required to report test results to TEA.

ADMINISTRATION OF THE SECURE SPRING 2017 TESTS

Private Schools can opt to purchase the secure spring 2017 tests.

Chapter 39 of the Texas Education Code (TEC), available at <http://www.statutes.legis.state.tx.us>, 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 (included in this packet) 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, included in this packet. Instructions for completing the document are also included in this packet.

TEST SECURITY

All schools administering the tests 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 the appropriate oath. For additional information refer to the Administrator Requirements and Testing Schedule section below.

Private schools must follow all standard administration procedures described in the testing materials and in the *Test Security Supplement* that can be accessed at <http://tea.texas.gov/student.assessment/security/>. 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 recordings, graph paper, scratch paper, or state-supplied reference materials that students have written on during a test.
- requiring that all secure materials assigned to individual campuses have been accounted for and packaged in accordance with the procedures for returning materials, as detailed in the manuals.
- maintaining inventory and shipping records (shipping notices, documents used to track the delivery of materials to and between campuses, Materials Control Forms) for at least five years in the event that a discrepancy arises or the receipt of the district's materials cannot be confirmed.

COSTS AND ADMINISTRATION REQUIREMENTS

Participating private schools must pay for secure 2017 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 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 their qualification to administer secure tests.

All test administrators, monitors, and assistants, including noncertified paraprofessionals, must be trained annually and sign security oaths. 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 the documents returned from this packet.

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 in this packet.

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 for the 2016–2017 school year is available at <http://www.tea.state.tx.us/student.assessment/calendars>.

RESOURCES

There are a number of resources available on TEA's Student Assessment website at http://tea.texas.gov/Student_Testing_and_Accountability/Testing/ to help private schools prepare for the STAAR and TELPAS administrations.

Specifically, the *Test Security Supplement*, the *2017 District and Campus Coordinator Manual*, and the *Interpreting Assessment Reports* guide can help private schools become

familiar with standard testing procedures and the types of reports available for the assessment program. All are posted on the Student Assessment website.

The Glossary for the Texas Academic Performance Report, which is excerpted in the Instructions for Completing the Texas Academic Performance Data document, is available at <http://ritter.tea.state.tx.us/perfreport/tapr/>.

Private schools are required to complete and return from this packet the following documents:

- the Agreement Between the Texas Education Agency and the Private or Home School
- the Assessment Materials Order Form (with payment)
- the Texas Academic Performance Indicators document
- the Texas Academic Performance Data document
- 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
- verification of testing coordinator annual security training from the local ESC

After all of the required forms are 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.

Please note that private schools planning to participate in the secure spring 2017 assessments must return all required completed forms by **February 10, 2017**.

Please 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. To request TELPAS materials or for questions about TELPAS orders contact the Customer Service Center at 800-627-0225.

Sincerely,

Sarah Lopéz Rhame
Executive Director, ETS Texas Assessment Program

David M. Clark
Vice President, Pearson
Texas Assessment Program

Enclosures

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 2017 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), 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 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 person copied or reproduced any part of a secure test;
- b) no person copied or reproduced any part of a student response to a secure test;
- c) no person revealed any of the contents of any portion of a secure test;
- d) no person corrected or altered a response or answer of an examinee to a secure item or prompt, or aided an examinee with a response or answer to a secure test item or prompt;
- e) no person encouraged or assisted an individual to engage in the conduct described in a–d, preceding; and
- f) 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 10, 2017** 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 assessments:

Educational Testing Service
Austin Program Office
ATTN: Trisha Stephens
400 West 15th Street, Suite 700
Austin, TX 78701
Fax: 512-765-9151

For TELPAS assessments:

Pearson
Customer Service Center
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. A completed Texas Academic Performance Indicators document;
4. A completed Texas Academic Performance Data document, which provides the data required for Indicators 3–10, listed on the Texas Academic Performance Indicators document;
5. A completed 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
6. Verification of testing coordinator annual security training from the local ESC; and
7. 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: _____

STAAR Materials Order Form

Private Schools

(Deadline for ordering: February 10, 2017)

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.

Educational Testing Service
400 West 15th Street, Suite 700
Austin, TX 78701
855-333-7770

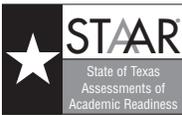
TOTAL AMOUNT \$

Tests are only available for the primary administrations of STAAR. Tests are not available for the May and June administrations of grades 5 and 8 mathematics and reading and for the June and December EOC administrations.

Fax deliverables to ETS at 512-765-9151.

County-District-Campus Number: - -

(ETS cannot ship an order without this number.)

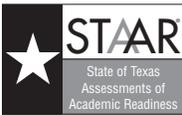


STAAR English Version Assessments

	DATES ADMINISTERED	NUMBER OF STUDENTS TO TEST	PRICE PER STUDENT	TOTAL COST
GRADE 3				
Mathematics	May 8	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	May 9			
GRADE 4				
Writing	March 28	<input type="text"/>	× \$14.98 =	<input type="text"/>
Mathematics	May 8	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	May 9			
GRADE 5				
Mathematics	March 28	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	March 29			
Science	May 10			
GRADE 6				
Mathematics	May 8	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	May 9			
GRADE 7				
Writing	March 28	<input type="text"/>	× \$14.98 =	<input type="text"/>
Mathematics	May 8	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	May 9			
GRADE 8				
Mathematics	March 28	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	March 29			
Science	May 10			
Social Studies	May 11	<input type="text"/>	× \$7.49 =	<input type="text"/>

County-District-Campus Number: - -

(ETS cannot ship an order without this number.)



STAAR Spanish Version Assessments

	DATES ADMINISTERED	NUMBER OF STUDENTS TO TEST	PRICE PER STUDENT	TOTAL COST
GRADE 3				
Mathematics	May 8	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	May 9			
GRADE 4				
Writing	March 28	<input type="text"/>	× \$14.98 =	<input type="text"/>
Mathematics	May 8	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	May 9			
GRADE 5				
Mathematics	March 28	<input type="text"/>	× \$3.74 =	<input type="text"/>
Reading	March 29			
Science	May 10			

County-District-Campus Number:

				—													
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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	March 28	<input type="text"/>	×	\$16.90	=	<input type="text"/>
English II	March 30	<input type="text"/>	×	\$16.90	=	<input type="text"/>
Algebra I	May 1–May 5	<input type="text"/>	×	\$4.23	=	<input type="text"/>
Biology	May 1–May 5	<input type="text"/>	×	\$4.23	=	<input type="text"/>
U.S. History	May 1–May 5	<input type="text"/>	×	\$4.23	=	<input type="text"/>

TELPAS Materials Order Form

Private Schools

(Deadline for ordering: February 10, 2017)

School Name: _____ Date: _____

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

Telephone: _____

Fax number: _____

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 \$

Fax deliverables to Pearson at 512-989-5375.

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	March 6–April 5	<input type="text"/>	× \$4.59 =	<input type="text"/>
Grade 2	March 6–April 5	<input type="text"/>	× \$9.17 =	<input type="text"/>
Grade 3	March 6–April 5	<input type="text"/>	× \$9.17 =	<input type="text"/>
Grades 4–5	March 6–April 5	<input type="text"/>	× \$9.17 =	<input type="text"/>
Grades 6–7	March 6–April 5	<input type="text"/>	× \$9.17 =	<input type="text"/>
Grades 8–9	March 6–April 5	<input type="text"/>	× \$9.17 =	<input type="text"/>
Grades 10–12	March 6–April 5	<input type="text"/>	× \$9.17 =	<input type="text"/>

TEXAS ACADEMIC PERFORMANCE INDICATORS Private Schools

This attachment, which is by reference a part of the agreement between the Texas Education Agency and _____, cites §39.053 and §39.301(c) of the Texas Education Code and lists the data requirements for each Texas Academic Performance Indicator.

Sec. 39.053. PERFORMANCE INDICATORS: STUDENT ACHIEVEMENT.

(a) The commissioner shall adopt a set of indicators of the quality of learning and student achievement. The commissioner biennially shall review the indicators for the consideration of appropriate revisions.

(b) Performance on the student achievement indicators adopted under this section shall be compared to state-established standards. The indicators must be based on information that is disaggregated by race, ethnicity, and socioeconomic status.

(c) Indicators of student achievement adopted under this section must include:

(1) the results of assessment instruments required under Sections 39.023 (a), (c), and (l), including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including:

(A) for the performance standard determined by the commissioner under Section 39.0241(a):

(i) the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

(ii) for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade levels by subject area; and

(B) for the college readiness performance standard as determined under Section 39.0241:

(i) the percentage of students who performed satisfactorily on the assessment instruments, aggregated across grade levels by subject area; and

(ii) for students who did not perform satisfactorily, the percentage of students who met the standard for annual improvement, as determined by the agency under Section 39.034, on the assessment instruments, aggregated across grade levels by subject area;

(2) dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education; and

(3) high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.).

(d) For purposes of Subsection (c), the commissioner by rule shall determine the period within which a student must retake an assessment instrument for that assessment instrument to be considered in determining the performance rating of the district under Section 39.054.

(d-1) In aggregating results of assessment instruments across grade levels by subject in accordance with Subsection (c)(1), the performance of a student enrolled below the high school level on an assessment instrument required under Section 39.023(c) is included with results relating to other students enrolled at the same grade level.

(e) Performance on the student achievement indicators under Subsections (c)(1) and (2) shall be compared to state standards and required improvement. The state standard shall be established by the commissioner. Required improvement is the progress necessary for the campus or district to meet state standards and, for the student achievement indicator under Subsection (c)(1), for its students to meet each of the performance standards as determined under Section 39.0241.

(f) Annually, the commissioner shall define the state standard for the current school year for each student achievement indicator described by Subsection (c) and shall project the state standards for each indicator for the following two school years. The commissioner shall periodically raise the state standards for the student achievement indicator described by Subsection (c)(1)(B)(i) for accreditation as necessary to reach the goals of achieving, by not later than the 2019–2020 school year:

(1) student performance in this state, disaggregated by race, ethnicity, and socioeconomic status, that ranks nationally in the top 10 states in terms of college readiness; and

(2) student performance, including the percentage of students graduating under the recommended or advanced high school program, with no significant achievement gaps by race, ethnicity, and socioeconomic status.

(g) In defining the required state standard for the indicator described by Subsection (c)(2), the commissioner may not consider as a dropout a student whose failure to attend school results from:

(1) the student's expulsion under Section 37.007; and

(2) as applicable:

(A) adjudication as having engaged in delinquent conduct or conduct indicating a need for supervision, as defined by Section 51.03, Family Code; or

(B) conviction of and sentencing for an offense under the Penal Code.

(g-1) In computing dropout and completion rates under Subsection (c)(2), the commissioner shall exclude:

(1) students who are ordered by a court to attend a high school equivalency certificate program but who have not yet earned a high school equivalency certificate;

(2) students who were previously reported to the state as dropouts;

(3) students in attendance who are not in membership for purposes of average daily attendance;

(4) students whose initial enrollment in a school in the United States in grades 7 through 12 was as unschooled refugees or asylees as defined by Section 39.027(a-1);

(5) students who are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not students of the district in which the facility is located; and

(6) students who are incarcerated in state jails and federal penitentiaries as adults and as persons certified to stand trial as adults.

(h) Each school district shall cooperate with the agency in determining whether a student is a dropout for purposes of accreditation and evaluating performance by school districts and campuses under this chapter.

(i) The commissioner by rule shall adopt accountability measures to be used in assessing the progress of students who have failed to perform satisfactorily as determined by the commissioner under Section 39.0241(a) or under the college readiness standard as determined under Section 39.0241 in the preceding school year on an assessment instrument required under Section 39.023(a), (c), or (l).

Sec. 39.301. ADDITIONAL PERFORMANCE INDICATORS: REPORTING.

(a) In addition to the indicators adopted under Section 39.053, the commissioner shall adopt indicators of the quality of learning for the purpose of preparing reports under this chapter. The commissioner biennially shall review the indicators for the consideration of appropriate revisions.

(b) Performance on the indicators adopted under this section shall be evaluated in the same manner provided for evaluation of the student achievement indicators under Section 39.053(c).

(c) Indicators for reporting purposes must include:

(2) the results of the SAT, ACT, articulated postsecondary degree programs described by Section 61.852, and certified workforce training programs described by Chapter 311, Labor Code;

(8) the percentage of students who satisfy the college readiness measure;

(11) the percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation; and

(12) the percentage of students who successfully complete the first year of instruction at an institution of higher education without needing a developmental education course.

(e) Section 39.055 applies in evaluating indicators described by Subsection (c).

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

Indicator 1—percentage of students meeting the passing standards on the 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 2012-13. They are followed through their expected graduation with the class of 2016.

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*.

Instructions for Completing the **TEXAS ACADEMIC PERFORMANCE DATA DOCUMENT**

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 document.

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:

$$\frac{\text{total number of days students were present in 2015–16}}{\text{total number of days students were in membership in 2015–16}}$$

Show attendance rates for 2015–16.

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 2012–13. They are followed through their expected graduation with the class of 2016.

The four values are calculated as follows:

- (1) *Graduated*. Based on the 2012–13 cohort, this shows the percent who received their high school diploma on time or earlier—by August 31, 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2016

number of students in the 2012–13 cohort

- (2) *Received GED.* Based on the 2012–13 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2016. It is calculated as follows:

number of students from the cohort who received a GED by August 31, 2016

number of students in the 2012–13 cohort

- (3) *Continued High School.* Based on the 2012–13 cohort, this shows the percentage still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2016–17 school year

number of students in the 2012–13 cohort

- (4) *Dropped Out.* Based on the 2012–13 cohort, this shows the percentage who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

number of students from the cohort who dropped out before the fall of the 2016–17 school year

number of students in the 2012–13 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:

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

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:

number of students in grades 9–12 who received credit for at least one advanced or dual enrollment course in 2015–16

number of students in grades 9–12 who completed at least one course in 2015–16

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:

$$\frac{\text{number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year}}{\text{number of graduates during the 2014–15 school year}}$$

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 2014–15 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 2014–15 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

TEXAS ACADEMIC PERFORMANCE DATA

2015–2016 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 2015–2016	—	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
4. 4-Year Longitudinal Rate (Gr 9–12)	—											
Class of 2016												
Graduated		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Received GED		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Continued HS		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Dropped Out		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
5. RHSP/DAP/FHSP- E/FHSP-DLA	—											
Class of 2016		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
6. Advanced Course/ Dual Enrollment Completion 2015–2016	—	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
7. AP/IB Results Tested	—											
2016		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
Examinees >= Criterion 2016		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
8. SAT/ACT Results Tested	—											
Class of 2016		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
At/Above Criterion Class of 2016		_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
9. Graduates Enrolled in TX Institution of Higher Education (IHE) 2014–2015	—	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %
10. Graduates in TX IHE Completing One Year Without Remediation 2014–2015	—	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %	_____ %

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

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)
- **Position** (Testing Coordinator, Supervisor of Non-Credentialed Test Administrator, or Test Administrator)
 - **TESTING COORDINATOR**—Testing Coordinators are required to attend annual testing coordinator training 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.
 - **SUPERVISOR**—Persons not holding 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 an Oath of Test Security; 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 the type of valid Texas teaching credential 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 training must be attached to this packet.
 - **SUPERVISOR**—Supervisors of non-credentialed test administrators must provide a copy of their credentials. Indicate the type of valid Texas teaching credential held.
 - **TEST ADMINISTRATOR**—Indicate the type of valid Texas teaching credential held by the test administrator. If not credentialed, indicate “None.” Ensure that the name of the credentialed individual supervising the test administrator is noted in the Position 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 ESC training (certificate of completion 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 ESC training (certificate of completion 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 ESC training (certificate of completion 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 ESC training (certificate of completion 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 ESC training (certificate of completion 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 ESC training (certificate of completion 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 ESC training (certificate of completion 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 ESC training (certificate of completion is attached) Y N	Program STAAR TELPAS	Grade/Subject

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2017

Oath of Test Security and Confidentiality for District Superintendent/Chief Administrative Officer

I do hereby certify to the state commissioner of education that the security and confidentiality of all assessment instruments and test items have been maintained, and do hereby further certify the following to the commissioner:

(Initial each statement.)

- _____ that I understood my obligations concerning the security and confidentiality of these tests;
- _____ that I was aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality;
- _____ that no unauthorized person has inspected or viewed any part of the assessment instrument;
- _____ that no person has in any way copied or reproduced any part of a secure test without expressed written permission from TEA;
- _____ that no person has copied or reproduced any part of a student response to a secure test except as explicitly specified in the instructions for the assessment;
- _____ that no person has revealed any of the contents of the assessment instrument except where authorized by the procedures governing administration of a test;
- _____ that no person has corrected or altered student responses to the assessment instrument or provided assistance with responses to the assessment instrument; and
- _____ that no unauthorized person has inspected or viewed any part of the assessment instrument.

I do hereby further certify, warrant, and affirm that I have notified either the district coordinator or the Texas Education Agency of any violation or suspected violation of test security and confidentiality that has been reported to me.

I do hereby further certify, warrant, and affirm that I will notify the Texas Education Agency of any violation or suspected violation of test security and confidentiality that may hereinafter be reported to me.

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20____.

Signature of Superintendent/Chief Administrative Officer

Printed Name of Superintendent/Chief Administrative Officer

District Name

County-District Number

Area Code/Telephone #

Sign and return this form to your district testing coordinator after all testing for the 2017 calendar year for your district has been completed and all materials have been returned to the testing contractor. Your district coordinator will return this form to the testing contractor in the envelope provided in the district coordinator packet. The oath will be kept on file for a period of five years from the last day of testing.

District Superintendents/Chief Administrative Officers need to sign only one oath for the 2017 calendar year.

Duplicate this form as needed.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2017

Oath of Test Security and Confidentiality for District Testing Coordinator

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

- _____ I have received training on the appropriate administration of the state assessments;
- _____ I will read all coordinator directions and applicable manuals governing the administration of the student assessment program;
- _____ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in general test administration procedures;
- _____ I will train the appropriate district personnel or ensure that appropriate district personnel are trained in testing procedures specific to each administration during the 2017 calendar year;
- _____ I understand my obligations concerning the security and confidentiality of these tests;
- _____ I am aware of the range of penalties that may result from a departure from the documented test administration procedures for the state assessments, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security to the district superintendent and the Texas Education Agency.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

IN WITNESS WHEREOF I affix my hand on this the _____ day of _____, 20_____.

Signature of District Testing Coordinator

Printed Name of District Testing Coordinator

District Name

County-District Number

Area Code/Telephone #

Initial and sign the above portion before handling any secure test materials. After all testing for the 2017 calendar year for your district has been completed and all materials have been shipped to the testing contractor, sign and date the statement below.

I do hereby certify, warrant, and affirm that I have fully complied with all the requirements governing the student assessment program and that I have reported any suspected violations of test security or confidentiality to the Texas Education Agency.

Signature of District Testing Coordinator

Date

Sign this form after all testing for the 2017 calendar year has been completed and all materials have been returned to the testing contractor. Return this form as soon as possible, along with the signed superintendent/chief administrative officer security oath, in the pre-addressed envelope provided in the district coordinator packet. The forms should be returned to Educational Testing Service, 6231 E. Stassney Lane, Building 11, Austin, TX 78744

District testing coordinators need to sign only one oath for the 2017 calendar year.

Duplicate this form as needed.