

2009 Student Assessment Data Validation Manual

Performance-Based Monitoring System

Texas Education Agency
Department of Assessment, Accountability, and Data Quality
Performance-Based Monitoring Division

Copyright © Notice The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
4. No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools **or** any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact:

Office of Copyrights, Trademarks, License Agreements, and Royalties
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701-1494
Phone: (512) 463-9270
Email: copyrights@tea.state.tx.us

Table of Contents
2009 Student Assessment Data Validation Manual

Section I: Introduction

Performance-Based Monitoring Data Validation..... 1
Differences Between Student Assessment Data Validation Indicators and Other PBM Indicators..... 1
Student Assessment Data Validation Indicators: Background..... 3
List of 2009 Student Assessment Data Validation Indicators 4
Data Validation Reports..... 5
Sample Reports. 6
Data Validation Requirements for Districts 9
Student Assessment Field Testing and Audit Participation 9

Section II: 2009 Student Assessment Data Validation Indicators

#1(i-iv)—Coding of Absent (Mathematics)..... 12
#2(i-iv)—Coding of Absent (Reading/ELA) 13
#3(i-iv)—Coding of Absent (Science) 14
#4(i-iv)—Coding of Absent (Social Studies)..... 15
#5(i-iv)—Coding of Absent (Writing) 16
#6(i-iv)—Coding of “Other” (Mathematics)..... 17
#7(i-iv)—Coding of “Other” (Reading/ELA) 18
#8(i-iv)—Coding of “Other” (Science)..... 19
#9(i-iv)—Coding of “Other” (Social Studies)..... 20
#10(i-iv)—Coding of “Other” (Writing)..... 21
#11—Coding of Absent (TELPAS Reading)..... 22
#12—Coding of “Other” (TELPAS Reading)..... 23
#13—Discrepancy between PEIMS Career and Technical Education Status and TAKS Answer Documents Submitted 24

#14(i-v)—Distribution of Student Assessment Participation for Students Served in Special Education (Report Only)..... 25

Section III: Appendix

A. ESC Performance-Based Monitoring Contacts 27

Section IV: Comments and Questions

Comments and Questions on the 2009 Student Assessment Data Validation Indicators..... 29

Performance-Based Monitoring Data Validation

The Performance-Based Monitoring (PBM) system, which was developed in 2003 in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness. The PBM system is a data-driven system that uses performance and program effectiveness data submitted to the state by local education agencies (LEAs); therefore, the integrity of these data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that use several different indicators to examine LEAs' leaver and dropout data, student assessment data, and discipline data. Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency (TEA) are accurate and reliable.

Differences Between Student Assessment Data Validation Indicators and Other PBM Indicators

As shown in the table on page 2, there are key differences between the student assessment data validation indicators used as part of the PBM Data Validation System and the performance indicators used in the Performance-Based Monitoring Analysis System (PBMAS). A PBMAS performance indicator yields a **definitive** result, e.g., 100% of an LEA's students in Grades 3-11 passed the Texas Assessment of Knowledge and Skills (TAKS) mathematics test. A student assessment data validation indicator typically **suggests** an anomaly that a local review may ultimately determine to be verifiable and accurate. For example, an LEA may report an unusually high number of students absent for a particular statewide assessment. This high number of absences within a given year suggests a data anomaly. However, the LEA may determine, after a local review and verification process, that the high number of absences can be validated.

Because a PBMAS performance indicator yields a definitive result, an LEA's performance on PBMAS indicators is made **public**. Because a student assessment data validation indicator typically yields a result that may not be definitive, an LEA's initial results on these indicators are **not made public**. Results of the student assessment data validation indicators are only released on the Texas Education Agency Secure Environment (TEASE).

Another difference between PBMAS performance indicators and PBM student assessment data validation indicators is the use of standards. A PBMAS performance indicator is based on a **standard** that is made public with as much advance notice as possible and that all LEAs can achieve over time. The goal for LEAs on PBMAS performance indicators is progress toward the standard over time. A student assessment data validation indicator is typically based on an **annual review of data** in an attempt to identify what data may be anomalous or what trends can be observed over time. Standards on individual student assessment data validation indicators generally are not, and generally cannot be, made public in advance. The goal for LEAs on PBM student assessment data validation indicators is to report accurate data each year.

The required response by the LEA is also different depending on whether the LEA is identified under a PBMAS performance indicator or a PBM student assessment data validation indicator. LEAs identified with a PBMAS performance indicator concern are generally expected to (a) improve performance; or (b) if the identification of a performance indicator concern occurred because of inaccurate data, improve data collection and submission procedures. LEAs identified as a result of a student assessment data validation indicator are generally expected to (a) validate and document that their data are, in fact, correct; and (b) if correct data reflect a program implementation concern, address that concern; or (c) if the LEA’s identification occurred because of incorrect data, improve local data collection and submission procedures.

Differences between Student Assessment Data Validation Indicators and other PBM Indicators				
Indicator Type	Result	Publicly Released	Standards	LEA Response
Student Assessment Data Validation	Suggests an anomaly	No	Based on annual review of data to identify anomalous data and trends observed over time	Validate accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
PBMAS	Yields a definitive result	Yes	Based on standards established in advance	Improve performance or program effectiveness or if identification occurred because of inaccurate data, improve data collection and submission procedures

By their very nature and purpose, student assessment data validation indicators may identify some LEAs that are collecting and reporting accurate data. In addition, LEAs are subject to *random* data validation audits. **Confirming the accuracy of data is a critical part of the process that is necessary to validate and safeguard the integrity of the overall PBM system.** As such, the process LEAs engage in to either validate the accuracy of their data or determine that erroneous data were submitted is fundamental to the integrity of the entire system.

Many LEAs initially identified through a student assessment data validation indicator will be able to confirm the accuracy of their data. This is expected and should be handled by those LEAs as routine data confirmation that is documented locally and, in some cases,

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

Student Assessment Data Validation Indicators: Background

The Texas Education Code (TEC) contains two statutory references that form the basis of the student assessment data validation component of the Performance-Based Monitoring System. TEC §39.075 calls for special accreditation investigations when anomalous data related to reported absences are observed in the administration of the state student assessment program:

TEC §39.075. Special Accreditation Investigations. (a) The commissioner shall authorize special accreditation investigations to be conducted:

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

In addition, Texas Education Code §7.028 provides specifically for data integrity monitoring for the purposes of the Public Education Information Management System (PEIMS) and accountability under Chapter 39:

TEC §7.028. Limitation on Compliance Monitoring. (a) Except as provided by Section 29.001(5), 29.010(a), 39.074, or 39.075, the agency may monitor compliance with requirements applicable to a process or program provided by a school district, campus, program, or school granted charters under Chapter 12, including the process described by Subchapter F, Chapter 11, or a program described by Subchapter B, C, D, E, F, H, or I, Chapter 29, Subchapter A, Chapter 37, or Section 38.003, and the use of funds provided for such a program under Subchapter C, Chapter 42, only as necessary to ensure:

...

- (3) data integrity for purposes of:
 - (A) the Public Education Information Management System (PEIMS); and
 - (B) accountability under Chapter 39.

List of 2009 Student Assessment Data Validation Indicators

The following indicators have been developed to meet the statutory requirements described above:

- | | |
|---|--|
| 1(i-iv) Coding of Absent (Mathematics) | 6(i-iv) Coding of “Other” (Mathematics) |
| 1(i) All Students | 6(i) All Students |
| 1(ii) African American Students | 6(ii) African American Students |
| 1(iii) Hispanic Students | 6(iii) Hispanic Students |
| 1(iv) White Students | 6(iv) White Students |
| 2(i-iv) Coding of Absent (Reading/ELA) | 7(i-iv) Coding of “Other” (Reading/ELA) |
| 2(i) All Students | 7(i) All Students |
| 2(ii) African American Students | 7(ii) African American Students |
| 2(iii) Hispanic Students | 7(iii) Hispanic Students |
| 2(iv) White Students | 7(iv) White Students |
| 3(i-iv) Coding of Absent (Science) | 8(i-iv) Coding of “Other” (Science) |
| 3(i) All Students | 8(i) All Students |
| 3(ii) African American Students | 8(ii) African American Students |
| 3(iii) Hispanic Students | 8(iii) Hispanic Students |
| 3(iv) White Students | 8(iv) White Students |
| 4(i-iv) Coding of Absent (Social Studies) | 9(i-iv) Coding of “Other” (Social Studies) |
| 4(i) All Students | 9(i) All Students |
| 4(ii) African American Students | 9(ii) African American Students |
| 4(iii) Hispanic Students | 9(iii) Hispanic Students |
| 4(iv) White Students | 9(iv) White Students |
| 5(i-iv) Coding of Absent (Writing) | 10(i-iv) Coding of “Other” (Writing) |
| 5(i) All Students | 10(i) All Students |
| 5(ii) African American Students | 10(ii) African American Students |
| 5(iii) Hispanic Students | 10(iii) Hispanic Students |
| 5(iv) White Students | 10(iv) White Students |

- 11 Coding of Absent (TELPAS Reading)
- 12 Coding of “Other” (TELPAS Reading)
- 13 Discrepancy between PEIMS Career and Technical Education Status and TAKS Answer Documents Submitted
- 14(i-v) Distribution of Student Assessment Participation for Students Served in Special Education (Report Only)

Detailed information on all of these indicators is provided in the next section of this manual.

Data Validation Reports

The 2009 student assessment data validation analysis for the indicators listed above is based on the following spring 2009 assessments: the Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated), TAKS-Modified, TAKS-Alternate, and the Texas English Language Proficiency Assessment System (TELPAS). District-level reports and certain student-level data¹ will be produced for each district identified for further review on one or more of the 2009 student assessment data validation indicators and/or districts with data to report on the Report Only indicator (Indicator #14). These reports and data will be available via the Accountability application on TEASE. Districts not identified for further review will receive the following message if they attempt to access the report on TEASE: *“Your district was not identified in the 2009 student assessment data validation analysis, and therefore no report will be generated.”*

If a district has been identified for further review on an indicator, this is referred to as “triggering” an indicator. Only the indicators a district triggers and/or any Report Only indicators for which the district has data will be listed on the report. For example, in the sample report below, only three of the indicators are listed because the district only triggered two specific indicators as shown. The third indicator listed on the sample report is a Report Only indicator, which is provided for any district with data to report on that indicator.

¹ Student-level data are not applicable to Indicator #14.

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2009 Data Validation Report
Student Assessment Data

Example ISD

Region ZZ

INDICATOR	2009 STATE RATE	2009 DISTRICT RATE	2009 NUMERATOR	2009 DENOMINATOR
-----------	-----------------------	--------------------------	-------------------	---------------------

1. CODING OF ABSENT (MATHEMATICS)

1(i)	ALL STUDENTS	TBD	28.1	25	89
1(iv)	WHITE	TBD	20.6	13	63

7. CODING OF "OTHER" (READING/ELA)

7(ii)	AFRICAN AMERICAN	TBD	15.3	19	124
7(iii)	HISPANIC	TBD	11.3	15	133

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

For detailed information on each of the indicators above, see the [2009 Student Assessment Data Validation Manual](http://ritter.tea.state.tx.us/pbm/DIManuals.html) available at <http://ritter.tea.state.tx.us/pbm/DIManuals.html>.

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2009 Data Validation Report
Student Assessment Data

Example ISD

Region ZZ

INDICATOR	2009 STATE RATE	2009 DISTRICT RATE	2009 NUMERATOR	2009 DENOMINATOR
-----------	-----------------------	--------------------------	-------------------	---------------------

14. DISTRIBUTION OF STUDENT ASSESSMENT PARTICIPATION FOR STUDENTS SERVED IN SPECIAL EDUCATION (REPORT ONLY)

14(i) TAKS MATHEMATICS	TBD	20.0%	200	1000
TAKS (ACCOMMODATED) MATH	TBD	30.0%	300	1000
TAKS-M MATH	TBD	40.0%	400	1000
TAKS-Alt MATH	TBD	10.0%	100	1000
14(ii) TAKS READING/ELA	TBD	25.0%	250	1000
TAKS (ACCOMMODATED) READING/ELA	TBD	25.0%	250	1000
TAKS-M READING/ELA	TBD	40.0%	400	1000
TAKS-Alt READING/ELA	TBD	10.0%	100	1000
14(iii) TAKS SCIENCE	TBD	10.0%	50	500
TAKS (ACCOMMODATED) SCIENCE	TBD	30.0%	150	500
TAKS-M SCIENCE	TBD	50.0%	250	500
TAKS-Alt SCIENCE	TBD	10.0%	50	500
14(iv) TAKS SOCIAL STUDIES	TBD	40.0%	120	300
TAKS (ACCOMMODATED) SOCIAL STUDIES	TBD	25.0%	75	300
TAKS-M SOCIAL STUDIES	TBD	25.0%	75	300
TAKS-Alt SOCIAL STUDIES	TBD	10.0%	30	300
14(v) TAKS WRITING	TBD	50.0%	100	200
TAKS (ACCOMMODATED) WRITING	TBD	30.0%	60	200
TAKS-M WRITING	TBD	10.0%	20	200
TAKS-Alt WRITING	TBD	10.0%	20	200

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

For detailed information on each of the indicators above, see the [2009 Student Assessment Data Validation Manual](http://ritter.tea.state.tx.us/pbm/DIManuals.html) available at <http://ritter.tea.state.tx.us/pbm/DIManuals.html>.

The data in the sample report above can be interpreted as follows²:

CODING OF ABSENT (MATHEMATICS)

- 1(i) ALL STUDENTS: The sample district's percent of answer documents coded absent for the All Students group on the spring 2009 mathematics test was 28.1 percent. (Of 89 total answer documents, 25 were coded absent for the mathematics test.)
- 1(iv) WHITE: The sample district's percent of answer documents coded absent for White students on the spring 2009 mathematics test was 20.6 percent. (Of 63 total answer documents, 13 were coded absent for the mathematics test.)

CODING OF "OTHER" (READING/ELA)

- 7(ii) AFRICAN AMERICAN: The sample district's percent of answer documents coded "other" for African American students on the spring 2009 reading/ELA test was 15.3 percent. (Of 124 total answer documents, 19 were coded "other" for the reading/ELA test.)
- 7(iii) HISPANIC: The sample district's percent of answer documents coded "other" for Hispanic students on the spring 2009 reading/ELA test was 11.3 percent. (Of 133 total answer documents, 15 were coded "other" for the reading/ELA test.)

DISTRIBUTION OF STUDENT ASSESSMENT PARTICIPATION FOR STUDENTS SERVED IN SPECIAL EDUCATION (REPORT ONLY)

14(i-v) This Report Only indicator provides information on the numbers of students served in special education participating in TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt for each of the following subjects: mathematics, reading/ELA, science, social studies, and writing. The **2009 denominators** indicate the total number of student assessment answer documents and finalized TAKS-Alt assessments submitted for each subject in the spring 2009 for students served in special education. (See the "Notes" section for Indicator #14 for information on grade levels included in the indicator.) The **2009 numerators** reflect the total number of student assessment answer documents or finalized TAKS-Alt assessments indicating which assessment the student was administered by subject. The subject-level **2009 district rate** is determined for each assessment by dividing the numerator by the denominator. The state percentages (**2009 state rate**) are also presented³.

For example, this sample district reported 1,000 students served in special education for whom a student assessment answer document or finalized TAKS-Alt was submitted for mathematics in spring 2009. 200 of those answer documents and finalized TAKS-Alt assessments indicated the student was tested in mathematics with TAKS in spring 2009, which equals a 20.0% TAKS mathematics participation rate.

² The state rates are listed as "To Be Determined" (TBD) on the sample report but will appear as actual rates on each district's report.

³ In addition, although not presented on the sample report, districts' reports will also include updated 2008 state and district rates.

Data Validation Requirements for Districts

The Program Monitoring and Interventions (PMI) Division will notify each district selected for a PBM student assessment data validation intervention via the Intervention Stage and Activity Manager (ISAM) on the Texas Education Agency Secure Environment (TEASE). The PMI Division will inform districts that intervention stages have been posted to ISAM by posting a “To the Administrator Addressed” letter on the TEA web page for correspondence or sending a “To the Administrator Addressed” letter via electronic mail or first-class mail. It is the district’s obligation to access the correspondence from the PMI Division by (a) subscribing to the listserv for “To the Administrator Addressed” correspondence; and (b) accessing the ISAM system as directed to retrieve intervention instructions and information. Guidance and resource documents that pertain specifically to the performance-based monitoring data validation indicators are available at: <http://ritter.tea.state.tx.us/pmi/datamon/>. These documents have been developed to support districts in reviewing their current data reporting and programmatic practices related to student assessment data.

Student Assessment Field Testing and Audit Participation

A comprehensive, valid, and reliable student assessment program depends on school district participation in field testing as well as auditing activities. At the same time, the agency is sensitive to the impact of field-testing and auditing requirements on districts’ calendars and local instructional time. In 2007, the agency collaborated with Texas educators to reevaluate all aspects of statewide field testing. Based on recommendations from superintendents, district testing coordinators, central office staff, and representatives from education service centers, the Student Assessment Division implemented major changes in field-testing policies beginning with the 2007-2008 school year.

As a result of these policies, fewer students and districts were required to participate in field testing than in the past. Because the steps taken to reduce field-testing requirements have also decreased overall sample sizes it is critically important that districts selected for field testing participate fully. It is only with full participation that the agency is able to ensure there are sufficient data representative of the state that can be used to provide reliable statistical information about the validity and fairness of test questions. Auditing activities also are critically important to the integrity of the assessment program because they help ensure that specific aspects of the state assessment program are implemented in a reliable and valid manner at the local level. The agency is currently monitoring the participation of districts in field testing and auditing activities and will implement indicator(s) within the PBM Student Assessment Data Validation system if necessary to enable the agency to continue providing a valid and reliable assessment of student performance.

This Page Intentionally Left Blank

Student Assessment Data Validation Indicators

Student Assessment Data Validation Indicator #1(i-iv): Coding of Absent (Mathematics)

This indicator evaluates districts' coding of students as absent for the mathematics test.

INDICATOR CALCULATION

$$\text{District absence rate for mathematics} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the mathematics test in spring 2009}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 absences for the mathematics test.

NOTES

This indicator is calculated for the following groups:

- Indicator #1(i): All Students
- Indicator #1(ii): African American Students
- Indicator #1(iii): Hispanic Students
- Indicator #1(iv): White Students

Both English and Spanish answer documents are included in the calculation of this indicator.

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #2(i-iv): Coding of Absent (Reading/ELA)

This indicator evaluates districts' coding of students as absent for the reading/ELA test.

INDICATOR CALCULATION

$$\text{District absence rate for reading/ELA} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the reading/ELA test in spring 2009}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 absences for the reading/ELA test.

NOTES

This indicator is calculated for the following groups:

- Indicator #2(i): All Students
- Indicator #2(ii): African American Students
- Indicator #2(iii): Hispanic Students
- Indicator #2(iv): White Students

Both English and Spanish answer documents are included in the calculation of this indicator.

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #3(i-iv): Coding of Absent (Science)

This indicator evaluates districts' coding of students as absent for the science test.

INDICATOR CALCULATION

$$\text{District absence rate for science} = \frac{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the science test in spring 2009}}{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 absences for the science test.

NOTES

This indicator is calculated for the following groups:

- Indicator #3(i): All Students
- Indicator #3(ii): African American Students
- Indicator #3(iii): Hispanic Students
- Indicator #3(iv): White Students

Both English and Spanish answer documents are included in the calculation of this indicator.

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #4(i-iv): Coding of Absent (Social Studies)

This indicator evaluates districts' coding of students as absent for the social studies test.

INDICATOR CALCULATION

$$\text{District absence rate for social studies} = \frac{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the social studies test in spring 2009}}{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 absences for the social studies test.

NOTES

This indicator is calculated for the following groups:

- Indicator #4(i): All Students
- Indicator #4(ii): African American Students
- Indicator #4(iii): Hispanic Students
- Indicator #4(iv): White Students

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #5(i-iv): Coding of Absent (Writing)

This indicator evaluates districts' coding of students as absent for the writing test.

INDICATOR CALCULATION

$$\text{District absence rate for writing} = \frac{\text{District number of students (Grades 4, 7) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the writing test in spring 2009}}{\text{District number of students (Grades 4, 7) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 absences for the writing test. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #5(i): All Students Indicator #5(ii): African American Students Indicator #5(iii): Hispanic Students Indicator #5(iv): White Students <p>Both English and Spanish answer documents are included in the calculation of this indicator.</p> <p>TAKS (Accommodated) is included in the calculation of this indicator.</p>

Student Assessment Data Validation Indicator #6(i-iv): Coding of “Other” (Mathematics)

This indicator evaluates districts’ coding of students as “other” for the mathematics test.

INDICATOR CALCULATION

$$\text{District “other” rate for mathematics} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded “other” for the mathematics test in spring 2009}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the mathematics test.

NOTES

This indicator is calculated for the following groups:

- Indicator #6(i): All Students
- Indicator #6(ii): African American Students
- Indicator #6(iii): Hispanic Students
- Indicator #6(iv): White Students

Both English and Spanish answer documents are included in the calculation of this indicator.

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #7(i-iv): Coding of “Other” (Reading/ELA)

This indicator evaluates districts’ coding of students as “other” for the reading/ELA test.

INDICATOR CALCULATION

$$\text{District "other" rate for reading/ELA} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the reading/ELA test in spring 2009}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the reading/ELA test.

NOTES

This indicator is calculated for the following groups:

- Indicator #7(i): All Students
- Indicator #7(ii): African American Students
- Indicator #7(iii): Hispanic Students
- Indicator #7(iv): White Students

Both English and Spanish answer documents are included in the calculation of this indicator.

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #8(i-iv): Coding of “Other” (Science)

This indicator evaluates districts’ coding of students as “other” for the science test.

INDICATOR CALCULATION

$$\text{District "other" rate for science} = \frac{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the science test in spring 2009}}{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the science test.

NOTES

This indicator is calculated for the following groups:

- Indicator #8(i): All Students
- Indicator #8(ii): African American Students
- Indicator #8(iii): Hispanic Students
- Indicator #8(iv): White Students

Both English and Spanish answer documents are included in the calculation of this indicator.

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #9(i-iv): Coding of “Other” (Social Studies)

This indicator evaluates districts’ coding of students as “other” for the social studies test.

INDICATOR CALCULATION

$$\text{District "other" rate for social studies} = \frac{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the social studies test in spring 2009}}{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the social studies test.

NOTES

This indicator is calculated for the following groups:

- Indicator #9(i): All Students
- Indicator #9(ii): African American Students
- Indicator #9(iii): Hispanic Students
- Indicator #9(iv): White Students

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #10(i-iv): Coding of “Other” (Writing)

This indicator evaluates districts’ coding of students as “other” for the writing test.

INDICATOR CALCULATION

$$\text{District “other” rate for writing} = \frac{\text{District number of students (Grades 4, 7) [in student group i-iv] with a TAKS or TAKS-M answer document coded “other” for the writing test in spring 2009}}{\text{District number of students (Grades 4, 7) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the writing test.

NOTES

This indicator is calculated for the following groups:

- Indicator #10(i): All Students
- Indicator #10(ii): African American Students
- Indicator #10(iii): Hispanic Students
- Indicator #10(iv): White Students

Both English and Spanish answer documents are included in the calculation of this indicator.

TAKS (Accommodated) is included in the calculation of this indicator.

Student Assessment Data Validation Indicator #11: Coding of Absent (TELPAS Reading)

This indicator evaluates districts' coding of students as absent for the TELPAS reading test.

INDICATOR CALCULATION

$$\text{District absence rate for the TELPAS reading test} = \frac{\text{District number of students (Grades 2-12) with a TELPAS answer document coded absent for the reading test in spring 2009}}{\text{District number of students (Grades 2-12) for whom a TELPAS answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TELPAS answer documents submitted and at least 10 absences for the reading test.

NOTES

Student Assessment Data Validation Indicator #12: Coding of “Other” (TELPAS Reading)

This indicator evaluates districts’ coding of students as “other” for the TELPAS reading test.

INDICATOR CALCULATION

$$\text{District "other" rate for the TELPAS reading test} = \frac{\text{District number of students (Grades 2-12) with a TELPAS answer document coded "other" for the reading test in spring 2009}}{\text{District number of students (Grades 2-12) for whom a TELPAS answer document was submitted in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2009 TELPAS answer documents submitted and at least 10 of those documents coded “other” for the reading test.

NOTES

Student Assessment Data Validation Indicator #13: Discrepancy between PEIMS Career and Technical Education (CTE) Status and TAKS Answer Documents Submitted

This indicator evaluates districts with a discrepancy between the number of students coded with CTE Indicator Code “2” or “3” in PEIMS but not coded with CTE Indicator Code “2” or “3” on the TAKS answer documents.

INDICATOR CALCULATION

$$\begin{array}{l}
 \text{District} \\
 \text{discrepancy rate} \\
 \text{for CTE coding}
 \end{array}
 = \frac{\text{District number of students (Grades 9-11) coded with CTE Indicator Code “2” or “3” in PEIMS in fall 2008 but not coded with CTE Indicator Code “2” or “3” on the spring 2009 TAKS answer documents}}{\text{District number of students (Grades 9-11) coded with CTE Indicator Code “2” or “3” in PEIMS in fall 2008 and tested on TAKS or TAKS (Accommodated) in spring 2009}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: <u>Denominator</u> = at least 30 students in Grades 9-11 coded with CTE Indicator Code “2” or “3” in PEIMS in fall 2008 and tested on TAKS or TAKS (Accommodated) in spring 2009. <u>Numerator</u> = at least 10 students in Grades 9-11 coded with CTE Indicator “2” or “3” in PEIMS in fall 2008 but not coded with CTE Indicator “2” or “3” on the spring 2009 TAKS answer documents. 	<ul style="list-style-type: none"> <u>PEIMS</u> CTE status is based on the PEIMS fall 2008 snapshot date (101 Record). <u>TAKS</u> CTE status is based on the spring 2009 TAKS answer documents. New! This indicator is no longer calculated by each subject area (mathematics, reading/ELA, science, and social studies).

Student Assessment Data Validation Indicator #14 (i-v): Distribution of Student Assessment Participation for Students Served in Special Education (Report Only)

This indicator evaluates the subject-level distribution of student assessments for students served in special education.

INDICATOR CALCULATION

<i>District distribution of TAKS by subject</i>	=	$\frac{\text{District number of student assessment answer documents indicating the student was tested in [subject (i-v)] with TAKS in spring 2009}}{\text{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2009}}$
<i>District distribution of TAKS (Accommodated) by subject</i>	=	$\frac{\text{District number of student assessment answer documents indicating the student was tested in [subject (i-v)] with TAKS (Accommodated) in spring 2009}}{\text{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2009}}$
<i>District distribution of TAKS-M by subject</i>	=	$\frac{\text{District number of student assessment answer documents indicating the student was tested in [subject (i-v)] with TAKS-M in spring 2009}}{\text{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2009}}$
<i>District distribution of TAKS-Alt by subject</i>	=	$\frac{\text{District number of finalized TAKS-Alt assessments indicating the student was tested in [subject (i-v)] with TAKS-Alt in spring 2009}}{\text{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2009}}$

MINIMUM SIZE REQUIREMENTS	NOTES																		
<ul style="list-style-type: none"> Minimum size requirements do not apply to this indicator. 	<ul style="list-style-type: none"> This is a Report Only indicator for 2009. It is reported for district information and planning purposes. Both English and Spanish answer documents are included in the calculation of this indicator. Participation rates are based on results from students in the following grades: <table border="1" data-bbox="1083 513 1862 821"> <thead> <tr> <th data-bbox="1083 513 1230 646">Indicator</th> <th data-bbox="1234 513 1440 646">Subject Test</th> <th data-bbox="1444 513 1862 646">TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt Grade Levels Tested</th> </tr> </thead> <tbody> <tr> <td data-bbox="1083 646 1230 683">14(i)</td> <td data-bbox="1234 646 1440 683">Mathematics</td> <td data-bbox="1444 646 1862 683">3-11</td> </tr> <tr> <td data-bbox="1083 683 1230 721">14(ii)</td> <td data-bbox="1234 683 1440 721">Reading/ELA</td> <td data-bbox="1444 683 1862 721">3-11</td> </tr> <tr> <td data-bbox="1083 721 1230 758">14(iii)</td> <td data-bbox="1234 721 1440 758">Science</td> <td data-bbox="1444 721 1862 758">5, 8, 10, 11</td> </tr> <tr> <td data-bbox="1083 758 1230 795">14(iv)</td> <td data-bbox="1234 758 1440 795">Social Studies</td> <td data-bbox="1444 758 1862 795">8, 10, 11</td> </tr> <tr> <td data-bbox="1083 795 1230 821">14(v)</td> <td data-bbox="1234 795 1440 821">Writing</td> <td data-bbox="1444 795 1862 821">4, 7</td> </tr> </tbody> </table>	Indicator	Subject Test	TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt Grade Levels Tested	14(i)	Mathematics	3-11	14(ii)	Reading/ELA	3-11	14(iii)	Science	5, 8, 10, 11	14(iv)	Social Studies	8, 10, 11	14(v)	Writing	4, 7
Indicator	Subject Test	TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt Grade Levels Tested																	
14(i)	Mathematics	3-11																	
14(ii)	Reading/ELA	3-11																	
14(iii)	Science	5, 8, 10, 11																	
14(iv)	Social Studies	8, 10, 11																	
14(v)	Writing	4, 7																	

Appendix A: ESC Performance-Based Monitoring Contacts

Full Name	Region	City	Phone	Email Address
DR LISA CONNER	1	EDINBURG	(956) 984-6027	lconner@esc1.net
DAN BAEN	2	CORPUS CHRISTI	(361) 561-8415	dan.baen@esc2.us
ANDI KUYATT	2	CORPUS CHRISTI	(361) 561-8516	andi.kuyatt@esc2.us
DR SONIA A PEREZ	2	CORPUS CHRISTI	(361) 561-8407	sonia.perez@esc2.us
DINA ROGERS	3	VICTORIA	(361) 573-0731 ext:237	drogers@esc3.net
KATHY GRAHAM	3	VICTORIA	(361) 573-0731 ext:324	kgraham@esc3.net
SOWMYA KUMAR	4	HOUSTON	(713) 744-6393	skumar@esc4.net
MONICA MAHFOUZ	5	BEAUMONT	(409) 923-5411	mmahfouz@esc5.net
JAYNE TAVENNER	6	HUNTSVILLE	(936) 435-8242	jtavenner@esc6.net
BETH NESMITH	6	HUNTSVILLE	(936) 435-8252	bnesmith@esc6.net
SHARON LUSK	7	KILGORE	(903) 988-6908	slusk@esc7.net
PAM ALBRITTON	8	MT PLEASANT	(903) 572-8551 ext:2762	palbritton@reg8.net
KARLA COKER	8	MT PLEASANT	(903) 572-8551 ext:2731	kcoker@reg8.net
SHERYL PAPP	8	MT PLEASANT	(903) 572-8551 ext:2781	spappa@reg8.net
DR VICKI HOLLAND	9	WICHITA FALLS	(940) 322-6928	vicki.holland@esc9.net
JEAN ASHTON	9	WICHITA FALLS	(940) 322-6928	jean.ashton@esc9.net
WES PIERCE	9	WICHITA FALLS	(940) 322-6928	wes.pierce@esc9.net
ANJELA SCHLEGEL	9	WICHITA FALLS	(940) 322-6928	Anjela.Schlegel@esc9.net
JAN MOBERLEY	10	RICHARDSON	(972) 348-1426	jan.moberley@region10.org
DR ELIZABETH ROWLAND	11	FORT WORTH	(817) 740-7625	erowland@esc11.net
STEPHANIE KUCERA	12	WACO	(254) 297-1154	skucera@esc12.net
CRAIG HENDERSON	13	AUSTIN	(512) 919-5390	craig.henderson@esc13.txed.net
EMILIA MORENO	14	ABILENE	(325) 675-8610	emoreno@esc14.net
JUDY LISEWSKY	15	SAN ANGELO	(325) 658-6571 ext:158	judy.lisewsky@netxv.net

Full Name	Region	City	Phone	Email Address
JUDY BABCOCK	16	AMARILLO	(806) 677-5210	judy.babcock@esc16.net
SHIRLEY CLARK	16	AMARILLO	(806) 677-5130	shirley.clark@esc16.net
DEANN DRAKE	17	LUBBOCK	(806) 281-5819	deann@esc17.net
KAYE ORR	18	MIDLAND	(432) 567-3244	kayeorr@esc18.net
DONNA HEISER	18	MIDLAND	(432) 561-4357	dheiser@esc18.net
JOHN PETREE	18	MIDLAND	(432) 561-4385	jpetree@esc18.net
DEBBIE BYNUM	18	MIDLAND	(432) 567-3218	dbynum@esc18.net
KAREN BLAINE	19	EL PASO	(915) 780-5024	kblaine@esc19.net
SHEILA COLLAZO	20	SAN ANTONIO	(210) 370-5481	sheila.collazo@esc20.net
MICHAEL HANSON	20	SAN ANTONIO	(210) 370-5451	michael.hanson@esc20.net
DAWN WHITE	20	SAN ANTONIO	(210) 370-5402	dawn.white@esc20.net

COMMENTS AND QUESTIONS:

Questions about the *2009 Student Assessment Data Validation Manual* should be addressed to:

Address: **Division of Performance-Based Monitoring**
 Texas Education Agency
 1701 North Congress Avenue
 Austin, Texas 78701-1494

Phone: **(512) 936-6426**

Fax: **(512) 475-3880**

Email: pbm@tea.state.tx.us

Comments on the Student Assessment Data Validation Indicators:

Comments on the 2009 Student Assessment Data Validation Indicators are welcome and will assist the agency in its evaluation and future development efforts. Comments may be submitted to **Rachel Harrington, Division Director, Division of Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494** or sent via e-mail to pbm@tea.state.tx.us. Comments should be provided no later than May 15, 2010 in order to allow sufficient time for consideration during the 2010 data validation development cycle.

This Page Intentionally Left Blank

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

Texas Education Agency

