

2010 Student Assessment Data Validation Manual

Performance-Based Monitoring System

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

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

TEC §39.057. 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), 39.056, or 39.057, 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 2010 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-iii) Distribution of Student Assessment Participation Rates for Students Served in Special Education (Grades 5, 8, 10, and 11)

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

Data Validation Reports

The 2010 student assessment data validation analysis for the indicators listed above is based on the following spring 2010 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 2010 student assessment data validation indicators. These reports and student-level 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 2010 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 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 three specific indicators as shown.

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

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2010 PBM Data Validation Report
Student Assessment Data

EXAMPLE ISD

ESC ZZ

INDICATOR	2010 STATE RATE	2010 DISTRICT RATE	2010 NUMERATOR	2010 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
	LEP POSTPONEMENT			0	
	FOREIGN EXCHANGE STUDENT WAIVER			0	
	HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)			0	
7(iii)	HISPANIC	TBD	15.0	20	133
	LEP POSTPONEMENT			5	
	FOREIGN EXCHANGE STUDENT WAIVER			5	
	HIGH SCHOOL EQUIVALENCY PROGRAM (HSEP)			5	

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 2010 Student Assessment Data Validation Manual available at available at:
http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683.

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2010 PBM Data Validation Report
Student Assessment Data

Example ISD

ESC ZZ

INDICATOR	2010 STATE RATE	2010 DISTRICT RATE	2010 NUMERATOR	2010 DENOMINATOR
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14. DISTRIBUTION OF STUDENT ASSESSMENT PARTICIPATION RATES FOR STUDENTS SERVED IN SPECIAL EDUCATION
(GRADES 5, 8, 10, and 11)

14(i) TAKS/TAKS (ACCOMMODATED) MATHEMATICS	TBD	70.0%	420	600
TAKS/TAKS (ACCOMMODATED) READING/ELA	TBD	80.0%	480	600
TAKS/TAKS (ACCOMMODATED) SCIENCE	TBD	40.0%	240	600
Test Platform Participation Rate Difference	TBD	40.0		
14(ii) TAKS-M MATHEMATICS	TBD	30.0%	180	600
TAKS-M READING/ELA	TBD	20.0%	120	600
TAKS-M SCIENCE	TBD	60.0%	360	600
Test Platform Participation Rate Difference	TBD	40.0		
14(iii) TAKS-ALT MATHEMATICS	TBD	0%	0	600
TAKS-ALT READING/ELA	TBD	0%	0	600
TAKS-ALT SCIENCE	TBD	0%	0	600
Test Platform Participation Rate Difference	TBD	0		

Note: The **test platform participation rate difference** among mathematics, reading/ELA, and science is calculated by subtracting the lowest subject-area participation rate from the highest subject-area participation rate within each test platform. For TAKS/TAKS (Accommodated) and TAKS-M, only answer documents with subject score "S" are counted toward the numerator for each test platform. For TAKS-Alt, only assessment categories 2 (complete score), 3 (partial score), and 4 (no response observed) are counted toward the numerator. TAKS-Alt assessment category 1 (not assessed) is excluded from the numerator for TAKS-Alt and the denominators used for all test platforms. Linguistically Accommodated testing (LAT) answer documents are included in the denominators but not in any of the numerators. Because of these data processing criteria, the reported rates at the state level do not add up to 100% and may not add up to 100% for some districts. The numerators for each of the test platforms also may not add up to the denominators on some districts' reports.

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 [2010 Student Assessment Data Validation Manual](http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683) available at:
http://www.tea.state.tx.us/index2.aspx?id=4664&menu_id=2147483683.

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 2010 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 2010 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 2010 reading/ELA test was 15.3 percent. (Of 124 total answer documents, 19 were coded “other” for the reading/ELA test. None of the 19 answer documents coded “other” for the reading/ELA test were marked as LEP postponement, foreign exchange student waiver, or high school equivalency program.)
- 7(iii) HISPANIC: The sample district’s percent of answer documents coded “other” for Hispanic students on the spring 2010 reading/ELA test was 15.0 percent. (Of 133 total answer documents, 20 were coded “other” for the reading/ELA test. Of the 20 answer documents coded “other” for the reading/ELA test, 5 were marked LEP postponement, 5 were marked foreign exchange student waiver, and 5 were marked high school equivalency program. The remaining 5 were marked “other” with no sub-category applicable.)

DISTRIBUTION OF STUDENT ASSESSMENT PARTICIPATION RATES FOR STUDENTS SERVED IN SPECIAL EDUCATION (GRADES 5, 8, 10, and 11)

- 14(i-iii) This indicator provides participation data for students (Grades 5, 8, 10, and 11) served in special education who were administered TAKS/TAKS (Accommodated), TAKS-M, and TAKS-Alt for each of the following subjects: mathematics, reading/ELA, and science.

For example, the sample district reported 600 students (Grades 5, 8, 10, and 11) served in special education for whom a student assessment answer document or finalized TAKS-Alt was submitted in spring 2010. Seventy percent of the students tested were administered TAKS/TAKS (Accommodated) for mathematics and eighty percent for reading/ELA, while only forty percent of the students tested were administered TAKS/TAKS (Accommodated) for science. A **test platform participation rate difference** is calculated by subtracting the lowest subject-area participation rate (i.e., 40%) from the highest subject-area participation rate (i.e., 80%) within each test platform.

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.

Student Demographic Information and Student Assessment Answer Documents

The performance-based monitoring (PBM) system includes several student assessment indicators that are reported based on individual students' race, ethnicity, and program status. **All of this information is derived from the student assessment answer documents submitted by school districts.** It is the district's responsibility to verify and update, as necessary, the answer documents to reflect the student's current program and demographic information at the time of testing. These district requirements are also specified in each year's *District and Campus Coordinator Manual*, produced by the agency's Student Assessment Division and available at the following web site address: http://www.tea.state.tx.us/index3.aspx?id=3679&menu_id=793. (In particular, refer to Activity 6 under Campus Coordinator Responsibilities: Receive precoded labels and answer documents; supervise the verification of precoded materials.) The following information is provided to assist districts in understanding their critical role in ensuring accurate and current information is provided on the student assessment answer documents.

In early December of every year, school districts complete a preliminary fall PEIMS data submission to the Texas Education Agency (TEA). In late December, TEA sends a file of student data extracted from this preliminary PEIMS submission to the test contractor (Pearson). **This data file is used to precode³ the student assessment answer documents used for all March test administrations.**

In late January of every year, school districts that discover any errors in their preliminary fall PEIMS data submission complete a final fall PEIMS data submission to TEA. In February, TEA sends a file of student data extracted from this final PEIMS submission to Pearson. **This data file is used to precode the student assessment answer documents used in April only for certain grades and subjects (i.e., Grades 3, 5, 6, and 8 reading and mathematics only).**

The table on the following page shows, by grade level, the data source that will be used to reflect a student's demographic and program information in the final student assessment data files sent to TEA and districts **unless that information is updated on the answer document by the district.**

³ Districts may send the data to be used for precode purposes directly to Pearson instead of having Pearson use the TEA-generated file to precode their answer documents.

Summary of Student Assessment Answer Document Precoding by Grade Level

Grade	These March subject-area tests use the precode file extracted from the <u>preliminary</u> PEIMS submission.*	These April subject-area tests use the <u>information from the March answer documents submitted by school districts.</u> *	These April subject-area tests use the precode file extracted from the <u>final</u> PEIMS submission.*	These April subject-area tests use the information from the <u>April answer documents submitted by school districts.</u> *
3			Math and Reading	
4	Writing	Math and Reading		
5			Math and Reading	Science
6			Math and Reading	
7	Writing	Math and Reading		
8			Math and Reading	Science and Social Studies
9	Reading	Math		
10	ELA	Math, Science, and Social Studies		
Exit Level	ELA	Math, Science, and Social Studies		

***In all cases, if demographic or program information for the student has changed (or if the student is new to the district), districts are responsible for updating the answer document to reflect current information.**

Depending on the grade level, correcting the student’s information in the final PEIMS submission does not ensure that the corrected information can be reflected on the precoded answer documents. For example, if a district reports all of its Grade 9 CTE students as “1” (enrolled in one or more state-approved career and technical education courses as an elective) in the preliminary PEIMS submission and then corrects that information in the final PEIMS submission to reflect all of its Grade 9 CTE students as “2” (participant in the district’s career and technical education coherent sequence of courses program) the corrected information **will not** be reflected on the students’ answer documents **unless the district updates, as necessary, the answer documents to reflect the student’s current program and demographic information at the time of testing.** (See table above.)

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. Questions about performance-based monitoring **interventions** should be directed to the Program Monitoring and Interventions Division at pmidivision@tea.state.tx.us or (512) 463-5226.

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.

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.

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Section II

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

$$\text{District absence rate for mathematics} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the mathematics test in spring 2010}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 TAKS or TAKS-M answer documents submitted and at least 10 absences for the mathematics test. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #1(i): All Students Indicator #1(ii): African American Students Indicator #1(iii): Hispanic Students Indicator #1(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 #2(i-iv): Coding of Absent (Reading/ELA)

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

INDICATOR CALCULATION

$$\text{District absence rate for reading/ELA} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the reading/ELA test in spring 2010}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 TAKS or TAKS-M answer documents submitted and at least 10 absences for the reading/ELA test. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #2(i): All Students Indicator #2(ii): African American Students Indicator #2(iii): Hispanic Students Indicator #2(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 #3(i-iv): Coding of Absent (Science)

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

INDICATOR CALCULATION

$$\text{District absence rate for science} = \frac{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the science test in spring 2010}}{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2010 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

$$\text{District absence rate for social studies} = \frac{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the social studies test in spring 2010}}{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 TAKS or TAKS-M answer documents submitted and at least 10 absences for the social studies test. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #4(i): All Students Indicator #4(ii): African American Students Indicator #4(iii): Hispanic Students Indicator #4(iv): White Students <p>TAKS (Accommodated) is included in the calculation of this indicator.</p>

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

$$\text{District absence rate for writing} = \frac{\text{District number of students (Grades 4, 7) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the writing test in spring 2010}}{\text{District number of students (Grades 4, 7) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 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

$$\text{District “other” rate for mathematics} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded “other” for the mathematics test in spring 2010}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2010 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.

Districts’ total counts of documents coded “other” are also disaggregated by the following sub-categories, if applicable: LEP postponement, foreign exchange student waiver, and high school equivalency program (HSEP).

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

$$\text{District “other” rate for reading/ELA} = \frac{\text{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded “other” for the reading/ELA test in spring 2010}}{\text{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the reading/ELA test. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #7(i): All Students Indicator #7(ii): African American Students Indicator #7(iii): Hispanic Students Indicator #7(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> <p>Districts’ total counts of documents coded “other” are also disaggregated by the following sub-categories, if applicable: LEP postponement, foreign exchange student waiver, and high school equivalency program (HSEP).</p>

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

$$\text{District "other" rate for science} = \frac{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the science test in spring 2010}}{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2010 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.

Districts’ total counts of documents coded “other” are also disaggregated by the following sub-categories, if applicable: LEP postponement, foreign exchange student waiver, and high school equivalency program (HSEP).

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

$$\text{District “other” rate for social studies} = \frac{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded “other” for the social studies test in spring 2010}}{\text{District number of students (Grades 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the social studies test. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #9(i): All Students Indicator #9(ii): African American Students Indicator #9(iii): Hispanic Students Indicator #9(iv): White Students <p>TAKS (Accommodated) is included in the calculation of this indicator.</p> <p>Districts’ total counts of documents coded “other” are also disaggregated by the following sub-categories, if applicable: LEP postponement, foreign exchange student waiver, and high school equivalency program (HSEP).</p>

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

$$\text{District "other" rate for writing} = \frac{\text{District number of students (Grades 4, 7) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the writing test in spring 2010}}{\text{District number of students (Grades 4, 7) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded “other” for the writing test. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #10(i): All Students Indicator #10(ii): African American Students Indicator #10(iii): Hispanic Students Indicator #10(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> <p>Districts’ total counts of documents coded “other” are also disaggregated by the following sub-categories, if applicable: LEP postponement, foreign exchange student waiver, and high school equivalency program (HSEP).</p>

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

$$\text{District absence rate for the TELPAS reading test} = \frac{\text{District number of students (Grades 2-12) with a TELPAS answer document coded absent for the reading test in spring 2010}}{\text{District number of students (Grades 2-12) for whom a TELPAS answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2010 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

$$\text{District "other" rate for the TELPAS reading test} = \frac{\text{District number of students (Grades 2-12) with a TELPAS answer document coded "other" for the reading test in spring 2010}}{\text{District number of students (Grades 2-12) for whom a TELPAS answer document was submitted in spring 2010}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 spring 2010 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

$$\begin{array}{l}
 \text{District} \\
 \text{discrepancy rate} \\
 \text{for CTE coding}
 \end{array}
 = \frac{\text{District number of students (Grades 9-11) coded with CTE Indicator Code “2” or “3” in PEIMS in fall 2009 but not coded with CTE Indicator Code “2” or “3” on the spring 2010 TAKS answer documents}}{\text{District number of students (Grades 9-11) coded with CTE Indicator Code “2” or “3” in PEIMS in fall 2009 and tested on TAKS or TAKS (Accommodated) in spring 2010}}$$

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 2009 and tested on TAKS or TAKS (Accommodated) in spring 2010. <u>Numerator</u> = at least 10 students in Grades 9-11 coded with CTE Indicator “2” or “3” in PEIMS in fall 2009 but not coded with CTE Indicator “2” or “3” on the spring 2010 TAKS answer documents. 	<ul style="list-style-type: none"> <u>PEIMS</u> CTE status is based on the PEIMS fall 2009 snapshot date (101 Record). <u>TAKS</u> CTE status is based on the spring 2010 TAKS answer documents.

Student Assessment Data Validation Indicator #14 (i-iii): Distribution of Student Assessment Participation Rates for Students Served in Special Education (Grades 5, 8, 10, and 11)

This indicator evaluates variations in districts’ subject-area participation rates within the TAKS/TAKS (Accommodated), TAKS-M, and TAKS-Alt test platforms.

INDICATOR CALCULATION

$$\begin{array}{l} \text{District} \\ \text{participation rate} \\ \text{of TAKS/TAKS} \\ \text{(Accommodated) by} \\ \text{subject} \end{array} = \frac{\text{District number of student assessment answer documents indicating the student was tested in} \\ \text{[subject (i-iii)] with TAKS/TAKS (Accommodated) in spring 2010}}{\text{District number of students served in special education for whom a student assessment answer} \\ \text{document or finalized TAKS-Alt assessment for [subject i-iii] was submitted in spring 2010}}$$

$$\begin{array}{l} \text{District} \\ \text{participation rate} \\ \text{of TAKS-M by} \\ \text{subject} \end{array} = \frac{\text{District number of student assessment answer documents indicating the student was tested in} \\ \text{[subject (i-iii)] with TAKS-M in spring 2010}}{\text{District number of students served in special education for whom a student assessment answer} \\ \text{document or finalized TAKS-Alt assessment for [subject i-iii] was submitted in spring 2010}}$$

$$\begin{array}{l} \text{District} \\ \text{participation rate} \\ \text{of TAKS-Alt by} \\ \text{subject} \end{array} = \frac{\text{District number of finalized TAKS-Alt assessments indicating the student was tested in} \\ \text{[subject (i-iii)] with TAKS-Alt in spring 2010}}{\text{District number of students served in special education for whom a student assessment answer} \\ \text{document or finalized TAKS-Alt assessment for [subject i-iii] was submitted in spring 2010}}$$

A **test platform participation rate difference** among mathematics, reading/ELA, and science is calculated for each district by subtracting the lowest subject-area participation rate from the highest subject-area participation rate within each test platform.

MINIMUM SIZE REQUIREMENTS	NOTES												
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2010 science student assessment answer documents or finalized TAKS-Alt assessments submitted for students served in special education. 	<ul style="list-style-type: none"> New! This is a “live” indicator for 2010. Both English and Spanish answer documents are included in the calculation of this indicator. While a district may trigger the indicator for high percentage difference among subjects on one test platform, the data for all three test platforms [TAKS/TAKS (Accommodated), TAKS-M, and TAKS-Alt] will be presented on districts’ reports to provide a comprehensive depiction of the participation rates for students served in special education. Participation rates are based on results from students in the following limited grades: <table border="1" data-bbox="1083 717 1862 959"> <thead> <tr> <th>Indicator</th> <th>Subject Test</th> <th>TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt Grade Levels Included</th> </tr> </thead> <tbody> <tr> <td>14(i)</td> <td>Mathematics</td> <td>5, 8, 10, 11</td> </tr> <tr> <td>14(ii)</td> <td>Reading/ELA</td> <td>5, 8, 10, 11</td> </tr> <tr> <td>14(iii)</td> <td>Science</td> <td>5, 8, 10, 11</td> </tr> </tbody> </table>	Indicator	Subject Test	TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt Grade Levels Included	14(i)	Mathematics	5, 8, 10, 11	14(ii)	Reading/ELA	5, 8, 10, 11	14(iii)	Science	5, 8, 10, 11
Indicator	Subject Test	TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt Grade Levels Included											
14(i)	Mathematics	5, 8, 10, 11											
14(ii)	Reading/ELA	5, 8, 10, 11											
14(iii)	Science	5, 8, 10, 11											

Section III: Appendix

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Full Name	Region	City	Phone	Email Address
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Section IV: Comments and Questions

COMMENTS AND QUESTIONS:	
Questions about <i>Interventions</i> , including ISAM inquiries should be addressed to:	Questions about <i>Indicators</i> should be addressed to:
<p>Division of Program Monitoring and Interventions Phone: (512) 463-5226 Email: pmidivision@tea.state.tx.us</p>	<p>Division of Performance-Based Monitoring Phone: (512) 936-6426 Email: pbm@tea.state.tx.us</p>
<p>Comments on the 2010 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 March 15, 2011, in order to allow sufficient time for consideration in the 2011 data validation development cycle.</p>	

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**Division of Performance-Based Monitoring
Texas Education Agency
1701 North Congress Avenue
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Texas Education Agency

