2013 Student Assessment Data Validation Manual

Texas Education Agency

Department of Assessment and Accountability
Division of Performance Reporting

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Section I: Introduction

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 relies on data submitted by districts; therefore, the integrity of districts' data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that examine districts' 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

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., 60% of a district's students in Grade 3 met Level II performance on the State of Texas Assessments of Academic Readiness (STAAR[1]) mathematics test. A student assessment data validation indicator typically *suggests* an anomaly that may require a local review to determine whether the anomalous data are accurate. For example, a district 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 district may determine, after a local review and verification process, that the high number of absences can be validated.

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 districts can achieve over time. The goal for districts on PBMAS performance indicators is progress toward the standard. 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 districts on PBM student assessment data validation indicators is to report accurate data each year.

The required response by the district is also different depending on whether the district is identified under a PBMAS performance indicator or a PBM student assessment data validation indicator. Districts 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 local data collection and submission procedures. Districts 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 district's identification occurred because of incorrect data, improve local data collection and submission procedures.

[1] STAAR® is a registered trademark of the Texas Education Agency.

Differences between Student Assessment Data Validation Indicators and PBMAS Indicators			
Indicator Type	Result	Standards	District Response
Student Assessment Data Validation	Suggests an anomaly	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	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, some student assessment data validation indicators may identify one or more districts that are collecting and reporting accurate data. **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 districts 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 districts 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 districts as a routine data confirmation that is documented locally and, in some cases, communicated back to the agency. Other districts 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 districts 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 district'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, TEC §7.028 provides specific authority for TEA to monitor the Public Education Information Management System (PEIMS) data integrity 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.

. . .

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

List of 2013 Student Assessment Data Validation Indicators

The statutory requirements described above, as well as other requirements, are met through the following student assessment data validation indicators. Detailed information on these indicators is provided in the next section of this manual.

1(i-xi). STAAR 3-8 Absent Rate (Mathematics)
2(i-xi). STAAR 3-8 Absent Rate (Reading)
3(i-xi). STAAR 3-8 Absent Rate (Science)
4(i-xi). STAAR 3-8 Absent Rate (Social Studies)
5(i-xi). STAAR 3-8 Absent Rate (Writing)
6(i-xi). STAAR 3-8 Other Rate (Mathematics)
7(i-xi). STAAR 3-8 Other Rate (Reading)
8(i-xi). STAAR 3-8 Other Rate (Science)
9(i-xi). STAAR 3-8 Other Rate (Social Studies)
10(i-xi). STAAR 3-8 Other Rate (Writing)
11. TELPAS Reading Absent Rate
12. TELPAS Reading Other Rate
13(i-vi). STAAR EOC Test Participation Rate
14. Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted

Data Sources

The 2013 student assessment data validation analysis for the indicators listed above is based on student assessment data from the 2012-2013 school year which were submitted by districts in spring 2013. Indicator #13 also includes PEIMS Summer 2013 course completion data submitted by districts, and Indicator #14 includes PEIMS fall 2012 snapshot data submitted by districts.

Data Validation Reports

District-level reports and certain student-level data will be generated for each district identified on one or more of the 2013 student assessment data validation indicators. These reports and student-level data are made available via the Accountability application on TEASE. Districts not identified will receive the following message if they attempt to access the report on TEASE: *"A PBM Student Assessment Data Validation Report is not available for your district (number: xxx) due to any of the following reasons: (a) your district did not trigger any indicators in the PBM Student Assessment Data Validation System; (b) your district did not meet minimum size requirements for evaluation under certain indicators; or (c) your district did not report any student assessment data and therefore was not evaluated in the PBM Student Assessment Data Validation System."*

If a district has been identified on an indicator, relevant information such as the number of instances where specific coding was identified will be noted on each district's report. Only the indicators a district triggers will be listed on the report. For example, in the sample report that follows, only certain indicators are listed because the sample district only triggered the three indicators shown.

Sample Report

C O N F I D E N T I A L
Texas Education Agency
2013 PBM Data Validation Report
Student Assessment Data

Example ISD Region ZZ

DATA SOURCES:

INDICATORS 1-10 = SPRING 2013 STAAR 3-8 DATA
INDICATORS 11-12 = SPRING 2013 TELPAS DATA
INDICATOR 13 = PEIMS SUMMER SUBMISSION 2013 (415 Record) AND FALL 2012 AND SPRING 2013 STAAR EOC DATA
INDICATOR 14 = PEIMS FALL SUBMISSION 2012 (101 Record) AND FALL 2012 AND SPRING 2013 STAAR EOC DATA

****

INDICATOR	2013 STATE RATE	2013 DISTRICT RATE	2013 NUMERATOR	2013 DENOMINATOR
7. STAAR 3-8 OTHER RATE (READING)				
7(ii) AFRICAN AMERICAN	TBD	15.3	19	124
ABOVE GRADE LEVEL			5	
11. TELPAS READING ABSENT RATE	TBD	28.1	25	89
14. DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED				
	TBD	55.8	217	389

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 2013 Student Assessment Data Validation Manual available at http://www.tea.state.tx.us/pbm/DVManuals.aspx.

The data in the sample report can be interpreted as follows[2]:

STAAR 3-8 OTHER RATE (READING): The sample district's other rate on the spring 2013 reading test was 15.3 percent. (Of 124 total answer documents, 19 were coded other. Five of the 19 were marked as above grade level.)

TELPAS READING ABSENT RATE: The sample district's student absence rate on the spring 2013 TELPAS reading test was 28.1 percent. (Of 89 total testing records, 25 were coded absent.)

DISCREPANCY BETWEEN PEIMS CTE STATUS AND STAAR EOC ANSWER DOCUMENTS SUBMITTED: The sample district's CTE discrepancy rate was 55.8 percent. (Of the 389 students coded with CTE Indicator Code 2 or 3 in PEIMS in fall 2012 and tested on STAAR EOC in fall 2012 or spring 2013, 217 were not coded with CTE Indicator Code 2 or 3 on the fall 2012 or spring 2013 STAAR EOC answer documents.)

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) application on 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. 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.

[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.

Section II: 2013 Student Assessment Data Validation Indicators

Student Assessment Data Validation Indicator #1(i-xi): STAAR 3-8 Absent Rate (Mathematics)

This indicator evaluates districts' reporting of students as **ABSENT** for the mathematics test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 mathematics test absences}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 mathematics test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified mathematics answer documents submitted
- Numerator ≥ 10 of those answer documents coded absent for the mathematics test

Notes

- This indicator is calculated for the following student groups:
  - #1(i): All students
  - #1(ii): African American Students
  - #1(iii): American Indian Students
  - #1(iv): Asian Students
  - #1(v): Hispanic Students
  - #1(vi): Pacific Islander Students
  - #1(vii): White Students
  - #1(viii): Students with Two or More Races
  - #1(ix): Economically Disadvantaged Students
  - #1(x): English Language Learners
  - #1(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.

Student Assessment Data Validation Indicator #2(i-xi): STAAR 3-8 Absent Rate (Reading)

This indicator evaluates districts' reporting of students as **ABSENT** for the reading test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 reading test absences}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 reading test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified reading answer documents submitted
- Numerator ≥ 10 of those answer documents coded absent for the reading test

Notes

- This indicator is calculated for the following student groups:
  - #2(i): All students
  - #2(ii): African American Students
  - #2(iii): American Indian Students
  - #2(iv): Asian Students
  - #2(v): Hispanic Students
  - #2(vi): Pacific Islander Students
  - #2(vii): White Students
  - #2(viii): Students with Two or More Races
  - #2(ix): Economically Disadvantaged Students
  - #2(x): English Language Learners
  - #2(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.

Student Assessment Data Validation Indicator #3(i-xi): STAAR 3-8 Absent Rate (Science)

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

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 science test absences}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 science test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified science answer documents submitted
- Numerator ≥ 10 of those answer documents coded absent for the science test

Notes

- This indicator is calculated for the following student groups:
  - #3(i): All students
  - #3(ii): African American Students
  - #3(iii): American Indian Students
  - #3(iv): Asian Students
  - #3(v): Hispanic Students
  - #3(vi): Pacific Islander Students
  - #3(vii): White Students
  - #3(viii): Students with Two or More Races
  - #3(ix): Economically Disadvantaged Students
  - #3(x): English Language Learners
  - #3(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.

Student Assessment Data Validation Indicator #4(i-xi): STAAR 3-8 Absent Rate (Social Studies)

This indicator evaluates districts' reporting of students as **ABSENT** for the social studies test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 social studies test absences}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 social studies test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified social studies answer documents submitted
- Numerator ≥ 10 of those answer documents coded absent for the social studies test

Notes

- This indicator is calculated for the following student groups:
  - #4(i): All students
  - #4(ii): African American Students
  - #4(iii): American Indian Students
  - #4(iv): Asian Students
  - #4(v): Hispanic Students
  - #4(vi): Pacific Islander Students
  - #4(vii): White Students
  - #4(viii): Students with Two or More Races
  - #4(ix): Economically Disadvantaged Students
  - #4(x): English Language Learners
  - #4(xi): Students Served in Special Education

Student Assessment Data Validation Indicator #5(i-xi): STAAR 3-8 Absent Rate (Writing)

This indicator evaluates districts' reporting of students as **ABSENT** for the writing test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 writing test absences}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 writing test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified writing answer documents submitted
- Numerator ≥ 10 of those answer documents coded absent for the writing test

Notes

- This indicator is calculated for the following student groups:
  - #5(i): All students
  - #5(ii): African American Students
  - #5(iii): American Indian Students
  - #5(iv): Asian Students
  - #5(v): Hispanic Students
  - #5(vi): Pacific Islander Students
  - #5(vii): White Students
  - #5(viii): Students with Two or More Races
  - #5(ix): Economically Disadvantaged Students
  - #5(x): English Language Learners
  - #5(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.

Student Assessment Data Validation Indicator #6(i-xi): STAAR 3-8 Other Rate (Mathematics)

This indicator evaluates districts' reporting of students as **OTHER** for the mathematics test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 mathematics test others}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 mathematics test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified mathematics answer documents submitted
- Numerator ≥ 10 of those answer documents coded other for the mathematics test

Notes

- This indicator is calculated for the following student groups:
  - #6(i): All students
  - #6(ii): African American Students
  - #6(iii): American Indian Students
  - #6(iv): Asian Students
  - #6(v): Hispanic Students
  - #6(vi): Pacific Islander Students
  - #6(vii): White Students
  - #6(viii): Students with Two or More Races
  - #6(ix): Economically Disadvantaged Students
  - #6(x): English Language Learners
  - #6(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.
- Districts' total counts of documents coded other are also disaggregated by the following sub-category, if applicable: above grade level.

Student Assessment Data Validation Indicator #7(i-xi): STAAR 3-8 Other Rate (Reading)

This indicator evaluates districts' reporting of students as **OTHER** for the reading test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 reading test others}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 reading test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified reading answer documents submitted
- Numerator ≥ 10 of those answer documents coded other for the reading test

Notes

- This indicator is calculated for the following student groups:
  - #7(i): All students
  - #7(ii): African American Students
  - #7(iii): American Indian Students
  - #7(iv): Asian Students
  - #7(v): Hispanic Students
  - #7(vi): Pacific Islander Students
  - #7(vii): White Students
  - #7(viii): Students with Two or More Races
  - #7(ix): Economically Disadvantaged Students
  - #7(x): English Language Learners
  - #7(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.
- Districts' total counts of documents coded other are also disaggregated by the following sub-category, if applicable: above grade level.

Student Assessment Data Validation Indicator #8(i-xi): STAAR 3-8 Other Rate (Science)

This indicator evaluates districts' reporting of students as **OTHER** for the science test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 science test others}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 science test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified science answer documents submitted
- Numerator ≥ 10 of those answer documents coded other for the science test

Notes

- This indicator is calculated for the following student groups:
  - #8(i): All students
  - #8(ii): African American Students
  - #8(iii): American Indian Students
  - #8(iv): Asian Students
  - #8(v): Hispanic Students
  - #8(vi): Pacific Islander Students
  - #8(vii): White Students
  - #8(viii): Students with Two or More Races
  - #8(ix): Economically Disadvantaged Students
  - #8(x): English Language Learners
  - #8(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.
- Districts' total counts of documents coded other are also disaggregated by the following sub-category, if applicable: above grade level.

Student Assessment Data Validation Indicator #9(i-xi): STAAR 3-8 Other Rate (Social Studies)

This indicator evaluates districts' reporting of students as **OTHER** for the social studies test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 social studies test others}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 social studies test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified social studies answer documents submitted
- Numerator ≥ 10 of those answer documents coded other for the social studies test

Notes

- This indicator is calculated for the following student groups:
  - #9(i): All students
  - #9(ii): African American Students
  - #9(iii): American Indian Students
  - #9(iv): Asian Students
  - #9(v): Hispanic Students
  - #9(vi): Pacific Islander Students
  - #9(vii): White Students
  - #9(viii): Students with Two or More Races
  - #9(ix): Economically Disadvantaged Students
  - #9(x): English Language Learners
  - #9(xi): Students Served in Special Education
- Districts' total counts of documents coded other are also disaggregated by the following sub-category, if applicable: above grade level.

Student Assessment Data Validation Indicator #10(i-xi): STAAR 3-8 Other Rate (Writing)

This indicator evaluates districts' reporting of students as **OTHER** for the writing test.

Calculation

$$\frac{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 writing test others}}{\text{number of [student group i-xi] STAAR or STAAR Modified 3-8 writing test answer documents}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 STAAR or STAAR Modified writing answer documents submitted
- Numerator ≥ 10 of those answer documents coded other for the writing test

Notes

- This indicator is calculated for the following student groups:
  - #10(i): All students
  - #10(ii): African American Students
  - #10(iii): American Indian Students
  - #10(iv): Asian Students
  - #10(v): Hispanic Students
  - #10(vi): Pacific Islander Students
  - #10(vii): White Students
  - #10(viii): Students with Two or More Races
  - #10(ix): Economically Disadvantaged Students
  - #10(x): English Language Learners
  - #10(xi): Students Served in Special Education
- Both English and Spanish answer documents are included in the calculation of this indicator.

Student Assessment Data Validation Indicator #11: TELPAS Reading Absent Rate

This indicator evaluates districts' reporting of students as **ABSENT** for the TELPAS reading test.

Calculation

$$\frac{\text{number of TELPAS 2-12 reading test absences}}{\text{number of TELPAS 2-12 reading test records}}$$

Minimum Size Requirements:

- Denominator ≥ 30 spring 2013 TELPAS reading test records submitted
- Numerator ≥ 10 of those records coded absent for the reading test

Student Assessment Data Validation Indicator #12: TELPAS Reading Other Rate

This indicator evaluates districts' reporting of students as **OTHER** for the TELPAS reading test.

Calculation

$$\frac{\text{number of TELPAS 2-12 reading test others}}{\text{number of TELPAS 2-12 reading test records}}$$

Minimum Size Requirements:

- Denominator $\geq$ 30 spring 2013 TELPAS reading test records submitted
- Numerator $\geq$ 10 of those records coded other for the reading test

Student Assessment Data Validation Indicator #13(i-vi): STAAR EOC Test Participation Rate

This indicator evaluates discrepancies between course completion data and STAAR EOC test participation.

Calculation

$$\frac{\text{number of students for whom a corresponding STAAR EOC assessment was missing or was coded absent or other}}{\text{number of students who completed a course for which an EOC assessment is required}}$$

Minimum Size Requirements:

- Denominator ≥ 30 students who completed a course for which an EOC assessment is required
- Numerator ≥ 10 of those students for whom a corresponding STAAR EOC assessment was missing or was coded absent or other

Notes

- This indicator is calculated for the following EOC assessments:
  - #13(i): Algebra I
  - #13(ii): English I Reading
  - #13(iii): English I Writing
  - #13(iv): English II Reading
  - #13(v): English II Writing
  - #13(vi): Biology
- Course completion data are based on the PEIMS summer 2013 data (415 Record).
- STAAR EOC data are based on the fall 2012 and spring 2013 STAAR EOC answer documents.

Student Assessment Data Validation Indicator #14: Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted

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

Calculation

$$\frac{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS but not coded with CTE Indicator Code "2" or "3" on the STAAR EOC answer documents}}{\text{number of students reported with CTE Indicator Code "2" or "3" in PEIMS and tested on STAAR EOC}}$$

Minimum Size Requirements:

- Denominator ≥ 30 students reported with CTE Indicator Code “2” or “3” in PEIMS and tested on STAAR EOC
- Numerator ≥ 10 of those students not coded with CTE Indicator Code “2” or “3” on the STAAR EOC answer documents

Notes

- PEIMS CTE status is based on the PEIMS fall 2012 snapshot date (101 Record).
- STAAR CTE status is based on the fall 2012 or spring 2013 STAAR and STAAR Modified answer documents.

Section III: Appendices

Appendix: A – ESC Performance-Based Monitoring Contacts

Latest updates to the ESC Performance Based Monitoring Contacts can be found at http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
TINA MCINTYRE	1	EDINBURG	(956) 984-6027	tmcintyre@esc1.net
DAN BAEN	2	CORPUS CHRISTI	(361) 561-8415	dan.baen@esc2.us
DAWN SCHUENEMANN	2	CORPUS CHRISTI	(361) 561-8551	dawn.schuenemann@esc2.us
BRENDA O'BANNION	3	VICTORIA	(361) 573-0731 ext:212	bobannion@esc3.net
PAM SNYDER	3	VICTORIA	(361) 573-0731 ext:252	psnyder@esc3.net
SHARON BENKA	4	HOUSTON	(713) 744-6358	sbenka@esc4.net
KELLY INGRAM	4	HOUSTON	(713) 744-6358	kingram@esc4.net
JERRY KLEKOTTA	4	HOUSTON	(713) 744-6393	gklekotta@esc4.net
MONICA MAHFOUZ	5	BEAUMONT	(409) 951-1702	mmahfouz@esc5.net
TERESA ANDERSON	6	HUNTSVILLE	(936) 435-8250	tanderson@esc6.net
SANDY CAMMARATA-GARCIA	6	HUNTSVILLE	(936) 435-8235	sgarcia@esc6.net
JAYNE TAVENNER	6	HUNTSVILLE	(936) 435-8242	jtavenner@esc6.net
CAROL WILLIAMS	6	HUNTSVILLE	(936) 435-8355	cwilliams@esc6.net
HENRYETT LOVELY WATSON	7	KILGORE	(903) 988-6854	hlovelywatson@esc7.net
MS PAM ALBRITTON	8	MT PLEASANT	(903) 572-8551 ext:2762	palbritton@reg8.net
MR LEONARD BELES	8	MT PLEASANT	(903) 572-8551 ext:2740	lbeles@reg8.net
MS KERRI BOWLES	8	MT PLEASANT	(903) 572-8551 ext:2720	kbowles@reg8.net
MS KELLY CORDRAY	8	MT PLEASANT	(903) 572-8551 ext:2713	kcordray@reg8.net
MS KAREN J THOMPSON	8	MT PLEASANT	(903) 572-8551 ext:2616	karen.thompson@reg8.net
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Appendix: B – Comments and Questions

COMMENTS AND QUESTIONS	
Questions about the *2013 Student Assessment Data Validation Indicators* should be addressed to:	Questions about *Interventions*, including ISAM inquiries should be addressed to:
Performance-Based Monitoring Phone: (512) 936-6426 Email: pbm@tea.state.tx.us	Program Monitoring and Interventions Phone: (512) 463-5226 Email: PMIdivision@tea.state.tx.us
Comments on the 2013 Student Assessment Data Validation Indicators:	
Comments on the 2013 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, Director, 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 14, 2014, in order to allow sufficient time for consideration in the 2014 data validation development cycle.	

Texas Education Agency
Performance-Based Monitoring
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