

2005
Student Assessment
Data Integrity
Manual

January 31, 2006

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Student Assessment Data Integrity: Background

The Texas Education Code (TEC) contains two statutory references that form the basis of the student assessment data integrity component of the Performance-Based Monitoring System. TEC §39.075 calls for special accreditation investigations in relation to anomalous data that may be 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;
- (2) when excessive numbers of allowable exemptions from the required state assessment are determined;
- ...
- (7) when excessive numbers of students in special education programs under Subchapter A, Chapter 29, are assessed through assessment instruments developed or adopted under Section 39.023.

Texas Education Code §7.027 provides specifically for data integrity monitoring for the purposes of the Public Education Information Management System (PEIMS) and accountability under Chapter 39:

TEC §7.027. 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.

2005 Student Assessment Data Integrity Indicators

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

- 1(i-iv) Excessive Coding of “Absent” (Mathematics)
 - 1(i) All Students
 - 1(ii) African American Students
 - 1(iii) Hispanic Students
 - 1(iv) White Students
- 2(i-iv) Excessive Coding of “Absent” (Reading/ELA)
 - 2(i) All Students
 - 2(ii) African American Students
 - 2(iii) Hispanic Students
 - 2(iv) White Students
- 3(i-iv) Excessive Coding of “Absent” (Science)
 - 3(i) All Students
 - 3(ii) African American Students
 - 3(iii) Hispanic Students
 - 3(iv) White Students
- 4(i-iv) Excessive Coding of “Absent” (Social Studies)
 - 4(i) All Students
 - 4(ii) African American Students
 - 4(iii) Hispanic Students
 - 4(iv) White Students
- 5(i-iv) Excessive Coding of “Absent” (Writing)
 - 5(i) All Students
 - 5(ii) African American Students
 - 5(iii) Hispanic Students
 - 5(iv) White Students

- 6(i-iv) Excessive Coding of “Other” (Mathematics)
 - 6(i) All Students
 - 6(ii) African American Students
 - 6(iii) Hispanic Students
 - 6(iv) White Students
- 7(i-iv) Excessive Coding of “Other” (Reading/ELA)
 - 7(i) All Students
 - 7(ii) African American Students
 - 7(iii) Hispanic Students
 - 7(iv) White Students
- 8(i-iv) Excessive Coding of “Other” (Science)
 - 8(i) All Students
 - 8(ii) African American Students
 - 8(iii) Hispanic Students
 - 8(iv) White Students
- 9(i-iv) Excessive Coding of “Other” (Social Studies)
 - 9(i) All Students
 - 9(ii) African American Students
 - 9(iii) Hispanic Students
 - 9(iv) White Students
- 10(i-iv) Excessive Coding of “Other” (Writing)
 - 10(i) All Students
 - 10(ii) African American Students
 - 10(iii) Hispanic Students
 - 10(iv) White Students

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

In addition, the 2005 Performance-Based Monitoring Analysis System (PBMAS) includes two indicators that will be evaluated as part of the 2005 student assessment data integrity analysis—one from the Bilingual Education/English as a Second Language (BE/ESL) program area and one from the Special Education (SPED) program area:

- BE/ESL #10: This indicator evaluates the participation rate of limited English Proficient students in the statewide assessments: the Texas Assessment of Knowledge and Skills (TAKS) and the State Developed Alternative Assessment (SDAA II).
- SPED #06: This indicator evaluates the SDAA II participation rate of students served in special education.

Although these indicators were “Report Only” for the purposes of the 2005 PBMAS, districts’ performance data on these two indicators will continue to be evaluated as necessary to ensure that statutory requirements are met. (See 2005 PBMAS Manual, available at <http://www.tea.state.tx.us/pbm>, for detailed information on these indicators.)

The 2005 student assessment data integrity analysis for the “absent” and “other” indicators listed above is a two-year analysis based on the 2004 and 2005 student assessment data submitted by districts on the TAKS (English and Spanish versions) and SDAA II answer documents. District-level reports will be produced for each district that is identified for further review as a result of this analysis. These reports will be available via the TEA Secure Environment (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 2005 student assessment data integrity 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 that a district triggers will be listed on the report, and district percents will be provided only for the relevant year(s) in which the district triggered an indicator. A district can trigger an indicator based on either its 2004 or 2005 data for a particular indicator or based on both years’ data for a particular indicator. For example, in the sample report below, only some of the indicators are listed because the district only triggered those specific indicators in the specific year(s) as shown.

SAMPLE REPORT
 2005 Data Integrity Report
 Student Assessment Data

Example ISD

Region XX

INDICATOR	2004 RATE	2004 NUMERATOR	2004 DENOMINATOR	2005 RATE	2005 NUMERATOR	2005 DENOMINATOR

1. EXCESSIVE CODING OF "ABSENT" (MATHEMATICS)				2005		
(i) ALL STUDENTS	20.6	13	63			
(iv) WHITE				28.1	25	89
2. EXCESSIVE CODING OF "OTHER" (READING/ELA)						
(ii) AFRICAN AMERICAN	15.3	19	124			
HISPANIC						
+++++						
(iii) 2005 PBMAS SPED #06 (SDAA II ONLY PARTICIPATION RATE)	93.1	6	94	35	101	

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

EXCESSIVE CODING OF “ABSENT” (MATHEMATICS)

- (i) ALL STUDENTS: The district’s percent of answer documents coded “absent” for the All Students group on the 2004 Mathematics TAKS/SDAAII test was 20.6 percent. (Of 63 total answer documents; 13 were coded “absent”.)
- (iv) WHITE: The district’s percent of answer documents coded “absent” for white students on the 2005 Mathematics TAKS/SDAAII test was 28.1 percent. (Of 89 total answer documents, 25 were coded “absent”.)

EXCESSIVE CODING OF “OTHER” (READING/ELA)

- (ii) AFRICAN AMERICAN: The district’s percent of answer documents coded “other” for African American students on the 2004 Reading/ELA TAKS/SDAAII test was 15.3 percent. (Of 124 total answer documents, 19 were coded “other”.)
- (iii) HISPANIC: The district’s percent of answer documents coded “other” for Hispanic students on the 2005 Reading/ELA TAKS/SDAAII test was 18.2 percent. (Of 33 total answer documents; 6 were coded “other”.)

2005 PBMAS SPED #06 (SDAA II ONLY PARTICIPATION RATE)

The district’s SDAAII-only participation rate was 93.1 percent. See 2005 PBMAS Manual (available at <http://www.tea.state.tx.us/pbm>) for detailed information on the calculation of this indicator.

Student Assessment Data Integrity Indicators

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Student Assessment Data Integrity Indicator #1(i-iv): Excessive Coding of “Absent” (Mathematics)

This indicator identifies districts with an excessive number of absences coded on their TAKS and SDAA II Mathematics answer documents.

INDICATOR CALCULATION

$$\text{District Mathematics absence rate} = \frac{\text{District number of students (Grades 3-11) with a TAKS or SDAA II Mathematics answer document coded absent in spring 2005}}{\text{District number of students (Grades 3-11) for whom a TAKS or SDAA II Mathematics answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/SDAA II Mathematics answer documents submitted and at least 5 spring 2005 TAKS/SDAA II Mathematics answer documents coded “absent”. 	<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>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

Student Assessment Data Integrity Indicator #2(i-iv): Excessive Coding of “Absent” (Reading/ELA)

This indicator identifies districts with an excessive number of absences coded on their TAKS and SDAA II Reading/ELA answer documents.

INDICATOR CALCULATION

$$\text{District Reading/ELA absence rate} = \frac{\text{District number of students (Grades 3-11) with a TAKS or SDAA II Reading/ELA answer document coded absent in spring 2005}}{\text{District number of students (Grades 3-11) for whom a TAKS or SDAA II Reading/ELA answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/SDAA II Reading/ELA answer documents submitted and at least 5 spring 2005 TAKS/SDAA II Reading/ELA answer documents coded “absent”. 	<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>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

Student Assessment Data Integrity Indicator #3(i-iv): Excessive Coding of “Absent” (Science)

This indicator identifies districts with an excessive number of absences coded on their TAKS Science answer documents.

INDICATOR CALCULATION

$$\text{District Science absence rate} = \frac{\text{District number of students (Grades 5, 10, 11) with a TAKS Science answer document coded absent in spring 2005}}{\text{District number of students (Grades 5, 10, 11) for whom a TAKS Science answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS Science answer documents submitted and at least 5 spring 2005 TAKS Science answer documents coded “absent”. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #3(i): All Students Indicator #3(ii): African American Students Indicator #3(iii): Hispanic Students Indicator #3(iv): White Students <p>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

Student Assessment Data Integrity Indicator #4(i-iv): Excessive Coding of “Absent” (Social Studies)

This indicator identifies districts with an excessive number of absences coded on their TAKS Social Studies answer documents.

INDICATOR CALCULATION

$$\text{District Social Studies absence rate} = \frac{\text{District number of students (Grades 8, 10, 11) with a TAKS Social Studies answer document coded absent in spring 2005}}{\text{District number of students (Grades 8, 10, 11) for whom a TAKS Social Studies answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS Social Studies answer documents submitted and at least 5 spring 2005 TAKS Social Studies answer documents coded “absent”. 	<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>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

Student Assessment Data Integrity Indicator #5(i-iv): Excessive Coding of “Absent” (Writing)

This indicator identifies districts with an excessive number of absences coded on their TAKS and SDAA II Writing answer documents.

INDICATOR CALCULATION

$$\text{District Writing absence rate} = \frac{\text{District number of students (Grades 4, 7) with a TAKS or SDAA II Writing answer document coded absent in spring 2005}}{\text{District number of students (Grades 4, 7) for whom a TAKS or SDAA II Writing answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/SDAA II Writing answer documents submitted and at least 5 spring 2005 TAKS/SDAA II Writing answer documents coded “absent”. 	<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>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

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

This indicator identifies districts with an excessive number of “other” coded on their TAKS and SDAA II Mathematics answer documents.

INDICATOR CALCULATION

$$\begin{array}{l}
 \text{District} \\
 \text{Mathematics} \\
 \text{“other” rate}
 \end{array}
 = \frac{\text{District number of students (Grades 3-11) with a TAKS or SDAA II Mathematics answer document coded “other” in spring 2005}}{\text{District number of students (Grades 3-11) for whom a TAKS or SDAA II Mathematics answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/SDAA II Mathematics answer documents submitted and at least 5 spring 2005 TAKS/SDAA II Mathematics answer documents coded “other”. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #6(i): All Students Indicator #6(ii): African American Students Indicator #6(iii): Hispanic Students Indicator #6(iv): White Students <p>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

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

This indicator identifies districts with an excessive number of “other” coded on their TAKS and SDAA II Reading/ELA answer documents.

INDICATOR CALCULATION

$$\text{District Reading/ELA "other" rate} = \frac{\text{District number of students (Grades 3-11) with a TAKS or SDAA II Reading/ELA answer document coded "other" in spring 2005}}{\text{District number of students (Grades 3-11) for whom a TAKS or SDAA II Reading/ELA answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/SDAA II Reading/ELA answer documents submitted and at least 5 spring 2005 TAKS/SDAA II Reading/ELA answer documents coded “other”. 	<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>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

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

This indicator identifies districts with an excessive number of “other” coded on their TAKS Science answer documents.

INDICATOR CALCULATION

$$\text{District Science "other" rate} = \frac{\text{District number of students (Grades 5, 10, 11) with a TAKS Science answer document coded "other" in spring 2005}}{\text{District number of students (Grades 5, 10, 11) for whom a TAKS Science answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/ Science answer documents submitted and at least 5 spring 2005 TAKS Science answer documents coded “other”. 	<p>This indicator is calculated for the following groups:</p> <ul style="list-style-type: none"> Indicator #8(i): All Students Indicator #8(ii): African American Students Indicator #8(iii): Hispanic Students Indicator #8(iv): White Students <p>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

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

This indicator identifies districts with an excessive number of “other” coded on their TAKS Social Studies answer documents.

INDICATOR CALCULATION

$$\begin{array}{l}
 \text{District Social} \\
 \text{Studies “other”} \\
 \text{rate}
 \end{array}
 = \frac{\text{District number of students (Grades 8, 10, 11) with a TAKS Social Studies answer document coded “other” in spring 2005}}{\text{District number of students (Grades 8, 10, 11) for whom a TAKS Social Studies answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/SDAA II Social Studies answer documents submitted and at least 5 spring 2005 TAKS/SDAA II Social Studies answer documents coded “other”. 	<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>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

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

This indicator identifies districts with an excessive number of “other” coded on their TAKS and SDAA II Writing answer documents.

INDICATOR CALCULATION

$$\text{District Writing "other" rate} = \frac{\text{District number of students (Grades 4, 7) with a TAKS or SDAA II Writing answer document coded "other" in spring 2005}}{\text{District number of students (Grades 4, 7) for whom a TAKS or SDAA II Writing answer document was submitted in spring 2005}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> Minimum Size Criterion: At least 30 spring 2005 TAKS/SDAA II Writing answer documents submitted and at least 5 spring 2005 TAKS/SDAA II Writing answer documents coded “other”. 	<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>This indicator is also calculated using districts’ 2004 data. The same minimum size requirements apply.</p>

QUESTIONS:

Questions about the *2005 Student Assessment Data Integrity Manual* should be addressed to:

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Comments on the Student Assessment Data Integrity Indicators

Comments on the 2005 Student Assessment Data Integrity 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 1, 2006 in order to allow sufficient time for consideration during the 2006 data integrity development cycle.

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