2008 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 district leaver and dropout data, student assessment data, and discipline data. Additional data analyses 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 is suggestive but may not be definitive, an LEA's initial results on these indicators are ***not made public***. Results of the student assessment data validation indicators are only released on the Texas Education Agency Secure Environment (TEASE).

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

The required response by the LEA is also different depending on whether the LEA is identified under a PBMAS performance indicator or a PBM student assessment data validation indicator. LEAs identified with a PBMAS performance indicator concern are generally expected to (a) improve performance; or (b) if the identification of a performance indicator concern occurred because of inaccurate data, improve data collection and submission procedures. LEAs identified as a result of a student assessment data validation indicator are generally expected to (a) validate and document that their data are, in fact, correct; and (b) if correct data reflect a program implementation concern, address that concern; or (c) if their 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 data that are entirely accurate. **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 collected or 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 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, a 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 §39.075 calls for special accreditation investigations when anomalous data related to reported absences are observed in the administration of the state student assessment program:

> TEC §39.075. Special Accreditation Investigations. (a) The commissioner shall authorize special accreditation investigations to be conducted:
>
> (1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;

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

> TEC §7.028. Limitation on Compliance Monitoring. (a) Except as provided by Section 29.001(5), 29.010(a), 39.074, or 39.075, the agency may monitor compliance with requirements applicable to a process or program provided by a school district, campus, program, or school granted charters under Chapter 12, including the process described by Subchapter F, Chapter 11, or a program described by Subchapter B, C, D, E, F, H, or I, Chapter 29, Subchapter A, Chapter 37, or Section 38.003, and the use of funds provided for such a program under Subchapter C, Chapter 42, only as necessary to ensure:
>
> . . .
>
> (3) data integrity for purposes of:
> (A) the Public Education Information Management System (PEIMS); and
> (B) accountability under Chapter 39.

List of 2008 Student Assessment Data Validation 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

11 Excessive Coding of Absent (TELPAS Reading)

12 Excessive Coding of "Other" (TELPAS Reading)

13(i-iv) Excessive Discrepancy between PEIMS Career and Technology Education Status and TAKS Answer Documents Submitted

- 13(i) Mathematics
- 13(ii) Reading/ELA
- 13(iii) Science
- 13(iv) Social Studies

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

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

Data Validation Reports

The 2008 student assessment data validation analysis for the indicators listed above is based on the following spring 2008 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 student-level data will be produced for each district identified for further review as a result of this analysis. These reports and data will be available via the Accountability application on TEASE. Districts not identified for further review will receive the following message if they attempt to access the report on TEASE: *"Your district was not identified in the 2008 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 (along with any Report Only indicators) will be listed on the report. For example, in the sample report below, only some of the indicators are listed because the district only triggered those specific indicators as shown.

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2008 Data Validation Report
Student Assessment Data

Example ISD

Region ZZ

INDICATOR		2008 STATE RATE	2008 DISTRICT RATE	2008 NUMERATOR	2008 DENOMINATOR
1. EXCESSIVE CODING OF ABSENT (MATHEMATICS)					
1(i)	ALL STUDENTS	TBD	28.1	25	89
1(iv)	WHITE	TBD	20.6	13	63
7. EXCESSIVE CODING OF "OTHER" (READING/ELA)					
7(ii)	AFRICAN AMERICAN	TBD	15.3	19	124
7(iii)	HISPANIC	TBD	11.3	15	133

Sample Data Only

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 2008 Student Assessment Data Validation Manual available at http://www.tea.state.tx.us/pbm/DIManuals.html.

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2008 Data Validation Report
Student Assessment Data

Example ISD

Region ZZ

INDICATOR	2008 STATE RATE	2008 DISTRICT RATE	2008 NUMERATOR	2008 DENOMINATOR
14. DISTRIBUTION OF STUDENT ASSESSMENT PARTICIPATION FOR STUDENTS SERVED IN SPECIAL EDUCATION (REPORT ONLY)				
14(i) TAKS MATHEMATICS	TBD	80.0%	800	1000
TAKS (ACCOMMODATED) MATH	TBD	15.0%	150	1000
TAKS-M MATH	TBD	5.0%	50	1000
TAKS-Alt MATH	TBD	0.0%	0	1000
14(ii) TAKS READING/ELA	TBD	90.0%	900	1000
TAKS (ACCOMMODATED) READING/ELA	TBD	10.0%	100	1000
TAKS-M READING/ELA	TBD	0.0%	0	1000
TAKS-Alt READING/ELA	TBD	0.0%	0	1000
14(iii) TAKS SCIENCE	TBD	70.0%	350	500
TAKS (ACCOMMODATED) SCIENCE	TBD	20.0%	100	500
TAKS-M SCIENCE	TBD	10.0%	50	500
TAKS-Alt SCIENCE	TBD	0.0%	0	500
14(iv) TAKS SOCIAL STUDIES	TBD	50.0%	150	300
TAKS (ACCOMMODATED) SOCIAL STUDIES	TBD	25.0%	75	300
TAKS-M SOCIAL STUDIES	TBD	25.0%	75	300
TAKS-Alt SOCIAL STUDIES	TBD	0.0%	0	300
14(v) TAKS WRITING	TBD	80.0%	160	200
TAKS (ACCOMMODATED) WRITING	TBD	10.0%	20	200
TAKS-M WRITING	TBD	10.0%	20	200
TAKS-Alt WRITING	TBD	0.0%	0	200

Sample Data Only

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 2008 Student Assessment Data Validation Manual available at http://www.tea.state.tx.us/pbm/DIManuals.html.

The data in the sample report above can be interpreted as follows[1]:

EXCESSIVE CODING OF ABSENT (MATHEMATICS)

1(i) ALL STUDENTS: The district's percent of answer documents coded absent for the All Students group on the spring 2008 mathematics test was 28.1 percent. (Of 89 total answer documents, 25 were coded absent for the mathematics test.)

1(iv) WHITE: The district's percent of answer documents coded absent for White students on the spring 2008 mathematics test was 20.6 percent. (Of 63 total answer documents, 13 were coded absent for the mathematics test.)

EXCESSIVE CODING OF "OTHER" (READING/ELA)

7(ii) AFRICAN AMERICAN: The district's percent of answer documents coded "other" for African American students on the spring 2008 reading/ELA test was 15.3 percent. (Of 124 total answer documents, 19 were coded "other" for the reading/ELA test.)

7(iii) HISPANIC: The district's percent of answer documents coded "other" for Hispanic students on the spring 2008 reading/ELA test was 11.3 percent. (Of 133 total answer documents, 15 were coded "other" for the reading/ELA test.)

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

14(i-v) This Report Only indicator provides information on the numbers of students served in special education participating in TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt for each of the following subjects: mathematics, reading/ELA, science, social studies, and writing. The **2008 denominators** indicate the total number of student assessment answer documents and finalized TAKS-Alt assessments submitted for each subject in the spring 2008 for students served in special education. (See the "Notes" section for Indicator #14 for information on grade levels included in the indicator.) The **2008 numerators** reflect the total number of student assessment answer documents or finalized TAKS-Alt assessments indicating which assessment the student was administered by subject. The subject-level **2008 district rate** is determined for each assessment by dividing the numerator by the denominator. The state percentages (**2008 state rate)** are also presented.

For example, this sample district reported 1,000 students served in special education for whom a student assessment answer document or finalized TAKS-Alt was submitted for mathematics in spring 2008. 800 of those answer documents and finalized TAKS-Alt assessments indicated the student was tested in mathematics with TAKS in spring 2008, which equals an 80.0% TAKS mathematics participation rate.

[1] 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.

Data Validation Requirements for Districts

Districts will be notified by the Program Monitoring and Interventions Division of any required data validation activities and the timelines for completing those activities. Guidance and resource documents that pertain specifically to the performance-based monitoring data validation indicators are available at: http://www.tea.state.tx.us/pmi/datamon/. These documents have been developed to support districts in reviewing their current data reporting and programmatic practices related to student assessment data.

Student Assessment Field Testing and Audit Participation

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

As a result of these policies, fewer students and districts are required to participate in field testing than in the past. For example, the number of students and campuses sampled for TAKS field testing in 2008 was reduced by approximately 50% from the number sampled in 2007. 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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Student Assessment Data Validation Indicators

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

This indicator identifies districts with an excessive number of students coded absent for the mathematics test.

INDICATOR CALCULATION

$$\textit{District absence rate for mathematics} = \frac{\textit{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the mathematics test in spring 2008}}{\textit{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 absences for the mathematics test.	This indicator is calculated for the following groups: • Indicator #1(i): All Students • Indicator #1(ii): African American Students • Indicator #1(iii): Hispanic Students • Indicator #1(iv): White Students Both English and Spanish answer documents are included in the calculation of this indicator. TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded absent for the reading/ELA test.

INDICATOR CALCULATION

$$\textit{District absence rate for reading/ELA} = \frac{\textit{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the reading/ELA test in spring 2008}}{\textit{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 absences for the reading/ELA test.	This indicator is calculated for the following groups: • Indicator #2(i): All Students • Indicator #2(ii): African American Students • Indicator #2(iii): Hispanic Students • Indicator #2(iv): White Students Both English and Spanish answer documents are included in the calculation of this indicator. TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded absent for the science test.

INDICATOR CALCULATION

$$\textit{District absence rate for science} = \frac{\textit{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the science test in spring 2008}}{\textit{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 absences for the science test.	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): Excessive Coding of Absent (Social Studies)

This indicator identifies districts with an excessive number of students coded absent for the social studies test.

INDICATOR CALCULATION

$$\textit{District absence rate for social studies} = \frac{\textit{District number of students (Grades 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the social studies test in spring 2008}}{\textit{District number of students (Grades 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 absences for the social studies test.	This indicator is calculated for the following groups: • Indicator #4(i): All Students • Indicator #4(ii): African American Students • Indicator #4(iii): Hispanic Students • Indicator #4(iv): White Students TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded absent for the writing test.

INDICATOR CALCULATION

$$\textit{District absence rate for writing} = \frac{\textit{District number of students (Grades 4, 7) [in student group i-iv] with a TAKS or TAKS-M answer document coded absent for the writing test in spring 2008}}{\textit{District number of students (Grades 4, 7) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 absences for the writing test.	This indicator is calculated for the following groups: • Indicator #5(i): All Students • Indicator #5(ii): African American Students • Indicator #5(iii): Hispanic Students • Indicator #5(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 #6(i-iv): Excessive Coding of "Other" (Mathematics)

This indicator identifies districts with an excessive number of students coded "other" for the mathematics test.

INDICATOR CALCULATION

$$\textit{District "other" rate for mathematics} = \frac{\textit{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the mathematics test in spring 2008}}{\textit{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded "other" for the mathematics test.	This indicator is calculated for the following groups: • Indicator #6(i): All Students • Indicator #6(ii): African American Students • Indicator #6(iii): Hispanic Students • Indicator #6(iv): White Students Both English and Spanish answer documents are included in the calculation of this indicator. TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded "other" for the reading/ELA test.

INDICATOR CALCULATION

$$\textit{District "other" rate for reading/ELA} = \frac{\textit{District number of students (Grades 3-11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the reading/ELA test in spring 2008}}{\textit{District number of students (Grades 3-11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded "other" for the reading/ELA test.	This indicator is calculated for the following groups: • Indicator #7(i): All Students • Indicator #7(ii): African American Students • Indicator #7(iii): Hispanic Students • Indicator #7(iv): White Students Both English and Spanish answer documents are included in the calculation of this indicator. TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded "other" for the science test.

INDICATOR CALCULATION

$$\text{District "other" rate for science} = \frac{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the science test in spring 2008}}{\text{District number of students (Grades 5, 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded "other" for the science test.	This indicator is calculated for the following groups: • Indicator #8(i): All Students • Indicator #8(ii): African American Students • Indicator #8(iii): Hispanic Students • Indicator #8(iv): White Students Both English and Spanish answer documents are included in the calculation of this indicator. TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded "other" for the social studies test.

INDICATOR CALCULATION

$$\textit{District "other" rate for social studies} = \frac{\textit{District number of students (Grades 8, 10, 11) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the social studies test in spring 2008}}{\textit{District number of students (Grades 8, 10, 11) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded "other" for the social studies test.	This indicator is calculated for the following groups: • Indicator #9(i): All Students • Indicator #9(ii): African American Students • Indicator #9(iii): Hispanic Students • Indicator #9(iv): White Students TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded "other" for the writing test.

INDICATOR CALCULATION

$$\textit{District "other" rate for writing} = \frac{\textit{District number of students (Grades 4, 7) [in student group i-iv] with a TAKS or TAKS-M answer document coded "other" for the writing test in spring 2008}}{\textit{District number of students (Grades 4, 7) [in student group i-iv] for whom a TAKS or TAKS-M answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TAKS or TAKS-M answer documents submitted and at least 10 of those documents coded "other" for the writing test.	This indicator is calculated for the following groups: • Indicator #10(i): All Students • Indicator #10(ii): African American Students • Indicator #10(iii): Hispanic Students • Indicator #10(iv): White Students Both English and Spanish answer documents are included in the calculation of this indicator. TAKS (Accommodated) is included in the calculation of this indicator.

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

This indicator identifies districts with an excessive number of students coded absent for the TELPAS reading test.

INDICATOR CALCULATION

$$\textit{District absence rate for the TELPAS reading test} = \frac{\textit{District number of students (Grades 2-12) with a TELPAS answer document coded absent for the reading test in spring 2008}}{\textit{District number of students (Grades 2-12) for whom a TELPAS answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TELPAS answer documents submitted and at least 10 absences for the reading test.	

Student Assessment Data Validation Indicator #12: Excessive Coding of "Other" (TELPAS Reading)

This indicator identifies districts with an excessive number of students coded "other" for the TELPAS reading test.

INDICATOR CALCULATION

$$\textit{District "other" rate for the TELPAS reading test} = \frac{\textit{District number of students (Grades 2-12) with a TELPAS answer document coded "other" for the reading test in spring 2008}}{\textit{District number of students (Grades 2-12) for whom a TELPAS answer document was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2008 TELPAS answer documents submitted and at least 10 of those documents coded "other" for the reading test.	

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

This indicator identifies districts with an excessive 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

$$\textit{District discrepancy rate for CTE coding} = \frac{\textit{District number of students (Grades 9-11) coded with CTE Indicator Code "2" or "3" in PEIMS in fall 2007 but not coded with CTE Indicator Code "2" or "3" on the spring 2008 TAKS answer documents [subject i-iv]}}{\textit{District number of students (Grades 9-11) coded with CTE Indicator Code "2" or "3" in PEIMS in fall 2007 and tested on TAKS or TAKS (Accommodated) [subject i-iv] in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 students in Grades 9-11 coded with CTE Indicator Code "2" or "3" in PEIMS in fall 2007 and tested on TAKS or TAKS (Accommodated) in spring 2008.	This indicator is calculated for the following subject areas: • Indicator #13(i): Mathematics • Indicator #13(ii): Reading/ELA • Indicator #13(iii): Science • Indicator #13(iv): Social Studies

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

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

INDICATOR CALCULATION

$$\textit{District distribution of TAKS by subject} = \frac{\textit{District number of student assessment answer documents indicating the student was tested in [subject (i-v)] with TAKS in spring 2008}}{\textit{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2008}}$$

$$\textit{District distribution of TAKS (Accommodated) by subject} = \frac{\textit{District number of student assessment answer documents indicating the student was tested in [subject (i-v)] with TAKS (Accommodated) in spring 2008}}{\textit{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2008}}$$

$$\textit{District distribution of TAKS-M by subject} = \frac{\textit{District number of student assessment answer documents indicating the student was tested in [subject (i-v)] with TAKS-M in spring 2008}}{\textit{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2008}}$$

$$\textit{District distribution of TAKS-Alt by subject} = \frac{\textit{District number of finalized TAKS-Alt assessments indicating the student was tested in [subject (i-v)] with TAKS-Alt in spring 2008}}{\textit{District number of students served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment for [subject i-v)] was submitted in spring 2008}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum size requirements do not apply to this indicator.	• This is a Report Only indicator for 2008. It is reported for district information and planning purposes. • Both English and Spanish answer documents are included in the calculation of this indicator. • Participation rates are based on results from students in the following grades and include the TAKS-M subjects field-tested in spring 2008:

Indicator	Subject Test	TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt Grade Levels Tested
14(i)	Mathematics	3-11
14(ii)	Reading/ELA	3-11
14(iii)	Science	5, 8, 10, 11
14(iv)	Social Studies	8, 10, 11
14(v)	Writing	4, 7

COMMENTS AND QUESTIONS:

Questions about the *2008 Student Assessment Data Validation Manual* should be addressed to:

Address: **Division of Performance-Based Monitoring**
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Austin, Texas 78701-1494
Phone: **(512) 936-6426**
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Comments on the Student Assessment Data Validation Indicators:

Comments on the 2008 Student Assessment Data Validation Indicators are welcome and will assist the agency in its evaluation and future development efforts. Comments may be submitted to **Rachel Harrington, Division Director, Division of Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to pbm@tea.state.tx.us.** Comments should be provided no later than May 15, 2009 in order to allow sufficient time for consideration during the 2009 data validation development cycle.

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