# 2012 Student Assessment Data Validation Manual

(Includes Preview of 2013 PBMAS End-of-Course Indicators)

Performance-Based Monitoring System

Texas Education Agency
Department of Assessment and Accountability
Division of Performance Reporting

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# Section I:

# Introduction

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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 categories of 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 3, 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 an LEA's students in Grade 3 met Level III performance on the State of Texas Assessments of Academic Readiness (STAAR) 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 PBMAS 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, some student assessment data validation indicators may identify one or more LEAs 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 LEAs engage in to either validate the accuracy of their data or determine 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 2012 Student Assessment Data Validation Indicators***

Three student assessment data validation indicators have been developed to meet the statutory requirements described above. Detailed information on these indicators is provided in the next section of this manual.

1. Coding of Absent (TELPAS Reading)
2. Coding of "Other" (TELPAS Reading)
3. Discrepancy between PEIMS Career and Technical Education (CTE) Status and TAKS Answer Documents Submitted

## ***Data Sources***

The 2012 student assessment data validation analysis for the indicators listed above is based on student assessment data from the 2011-2012 school year submitted by districts in spring 2012. Indicator #3 also includes PEIMS fall 2011 snapshot data submitted by districts.

## ***Data Validation Reports***

District-level reports and student-level data will be generated for each district identified on one or more of the 2012 student assessment data validation indicators[1]. These reports and student-level data are made available via the Accountability application on TEASE.

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 noted on each district's report. For example, in the sample report below, only two indicators are listed because the sample district only triggered the two specific indicators as shown.

[1] District-level reports will also be generated as described in the *Preview of Certain 2013 Performance-Based Monitoring Analysis (PBMAS) Indicators* section of this manual.

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2012 PBM Data Validation Report
Student Assessment Data

EXAMPLE ISD REGION ZZ

DATA SOURCE:
INDICATORS 1-2 = SPRING 2012 TELPAS DATA
INDICATOR 3 = PEIMS FALL SUBMISSION 2011 (101 RECORD) AND SPRING 2012 TAKS DATA

**********

| INDICATOR | 2012 STATE RATE | 2012 DISTRICT RATE | 2012 NUMERATOR | 2012 DENOMINATOR |
|---|---|---|---|---|
| 1. CODING OF ABSENT (TELPAS READING) | TBD | 28.1 | 25 | 89 |
| 3. DISCREPANCY BETWEEN PEIMS CTE STATUS AND TAKS 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 2012 Student Assessment Data Validation Manual available at: http://www.tea.state.tx.us/pbm/DVManuals.aspx

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

CODING OF ABSENT (TELPAS READING): The sample district's student absence rate on the spring 2012 TELPAS reading test was 28.1 percent. (Of 89 total testing records, 25 were coded absent.)

DISCREPANCY BETWEEN PEIMS CTE STATUS AND TAKS ANSWER DOCUMENTS SUBMITTED: The sample district's CTE discrepancy rate was 55.8 percent. (Of the 389 Grades 10-11 students coded with CTE Indicator Code 2 or 3 in PEIMS in fall 2011 and tested on TAKS in spring 2012, 217 were not coded with CTE Indicator Code 2 or 3 on the spring 2012 TAKS 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.

## ***Preview of Certain 2013 Performance-Based Monitoring Analysis System (PBMAS) Indicators***

The three-phase reporting of the spring 2012 State of Texas Assessments of Academic Readiness (STAAR) administration provides a unique opportunity for the 2012 Student Assessment Data Validation release to serve as a mechanism for reporting STAAR end-of-course (EOC) performance data that was not available for the 2012 PBMAS. Based on the **January 2013 Phase 3** student assessment data file, which includes spring 2012 STAAR Modified and STAAR Alternate EOC results with the approved performance standards applied, the 2012 Student Assessment Data Validation district reports will be used to preview 2013 PBMAS STAAR EOC indicators.

[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.

These reports will be produced for **all** districts and will include STAAR EOC performance data for the indicators described in Section III of this manual. Districts are encouraged to use the 2013 PBMAS preview that will be included in the 2012 Student Assessment Data Validation release as an opportunity to:

- compare their performance to the state rates that will also be reported;
- identify any program area(s) where performance is significantly lower than the state rate(s);
- identify any subject area(s) where performance is significantly lower than the state rate(s); and
- use that information to implement improvement planning for the 2013 EOC administrations.

The 2012 Student Assessment Data Validation district reports, with the 2013 PBMAS STAAR EOC indicators preview, are scheduled to be posted to the TEASE Accountability application in late February, 2013.

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# Section II:

# Student Assessment Data Validation Indicators

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**<u>Student Assessment Data Validation Indicator #1</u>: Coding of Absent (TELPAS Reading)**

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

**INDICATOR CALCULATION**

$$\textit{Absence rate for the TELPAS reading test} = \frac{\textit{Number of students (Grades 2-12) with a TELPAS testing record coded absent for the reading test in spring 2012}}{\textit{Number of students (Grades 2-12) for whom a TELPAS testing record was submitted in spring 2012}}$$

| MINIMUM SIZE REQUIREMENTS | NOTES |
|---|---|
| • Minimum Size Requirements: At least 30 spring 2012 TELPAS testing records submitted and at least 10 of those records coded absent for the reading test. | |

**<u>Student Assessment Data Validation Indicator #2</u>: Coding of "Other" (TELPAS Reading)**

**This indicator evaluates districts' coding of students as "other" for the TELPAS reading test.**

**INDICATOR CALCULATION**

$$\textit{"Other" rate for the TELPAS reading test} = \frac{\textit{Number of students (Grades 2-12) with a TELPAS testing record coded "other" for the reading test in spring 2012}}{\textit{Number of students (Grades 2-12) for whom a TELPAS testing record was submitted in spring 2012}}$$

| MINIMUM SIZE REQUIREMENTS | NOTES |
|---|---|
| • Minimum Size Requirements: At least 30 spring 2012 TELPAS testing records submitted and at least 10 of those records coded "other" for the reading test. | |

**Student Assessment Data Validation Indicator #3: 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**

$$\textit{Discrepancy rate for CTE coding} = \frac{\textit{Number of students (Grades 10-11) coded with CTE Indicator Code "2" or "3" in PEIMS in fall 2011 but not coded with CTE Indicator Code "2" or "3" on the spring 2012 TAKS answer documents}}{\textit{Number of students (Grades 10-11) coded with CTE Indicator Code "2" or "3" in PEIMS in fall 2011 and tested on TAKS in spring 2012}}$$

| MINIMUM SIZE REQUIREMENTS | NOTES |
|---|---|
| • Minimum Size Requirements: Denominator = at least 30 students in Grades 10-11 coded with CTE Indicator Code "2" or "3" in PEIMS in fall 2011 and tested on TAKS in spring 2012. Numerator = at least 10 students in Grades 10-11 coded with CTE Indicator "2" or "3" in PEIMS in fall 2011 but not coded with CTE Indicator "2" or "3" on the spring 2012 TAKS answer documents. | • PEIMS CTE status is based on the PEIMS fall 2011 snapshot date (101 Record).<br>• TAKS CTE status is based on the spring 2012 TAKS, TAKS (Accommodated), and TAKS-M answer documents. |

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# Section III:

# Preview of 2013 PBMAS End-of-Course (EOC) Indicators

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## 2013 PBMAS Preview Indicator #1(i-v): LEP STAAR EOC Minimum Score or Higher Rate (Report Only)

**This indicator measures the percent of limited English proficient (LEP) students who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

### CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of LEP students who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of LEP students who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district in the **spring 2012 STAAR EOC assessments** as **LEP** (**LEP=C**).

### NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #1(i): Algebra I | ✓ | ✓ | ✓ |
| #1(ii): English I Reading | ✓ | ✓ | ✓ |
| #1(iii): English I Writing | ✓ | ✓ | ✓ |
| #1(iv): Biology | ✓ | ✓ | ✓ |
| #1(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, students' results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

## 2013 PBMAS Preview Indicator #2(i-v): CTE STAAR EOC Minimum Score or Higher Rate (Report Only)

**This indicator measures the percent of Career and Technical Education (CTE) students who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

## CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of CTE students who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of CTE students who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

## MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

## DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district in the **spring 2012 STAAR EOC assessments** as a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**Career and Technical Education** indicator code).

## NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #2(i): Algebra I | ✓ | ✓ | ✓ |
| #2(ii): English I Reading | ✓ | ✓ | ✓ |
| #2(iii): English I Writing | ✓ | ✓ | ✓ |
| #2(iv): Biology | ✓ | ✓ | ✓ |
| #2(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, students' results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

## 2013 PBMAS Preview Indicator #3(i-v): CTE LEP STAAR EOC Minimum Score or Higher Rate (Report Only)

**This indicator measures the percent of Career and Technical Education (CTE) students with limited English proficiency (LEP) who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

## CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of CTE LEP students who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of CTE LEP students who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

## MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

## DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district in the **spring 2012 STAAR EOC assessments** as **LEP** (indicator code **C**) and a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**LEP** and **Career and Technical Education** indicator codes).

## NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #3(i): Algebra I | ✓ | ✓ | ✓ |
| #3(ii): English I Reading | ✓ | ✓ | ✓ |
| #3(iii): English I Writing | ✓ | ✓ | ✓ |
| #3(iv): Biology | ✓ | ✓ | ✓ |
| #3(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, students' results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

**2013 PBMAS Preview Indicator #4(i-v): CTE Economically Disadvantaged STAAR EOC Minimum Score or Higher Rate (Report Only)**

**This indicator measures the percent of Career and Technical Education (CTE) students who are economically disadvantaged and who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

## CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of CTE economically disadvantaged students who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of CTE economically disadvantaged students who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

## MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

## DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district in the **spring 2012 STAAR EOC assessments** as **economically disadvantaged** (indicator codes **01**, **02**, and **99**) and a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**Economic Disadvantage** and **Career and Technical Education** indicator codes).

## NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #4(i): Algebra I | ✓ | ✓ | ✓ |
| #4(ii): English I Reading | ✓ | ✓ | ✓ |
| #4(iii): English I Writing | ✓ | ✓ | ✓ |
| #4(iv): Biology | ✓ | ✓ | ✓ |
| #4(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

**2013 PBMAS Preview Indicator #5(i-v): CTE SPED STAAR EOC Minimum Score or Higher Rate (Report Only)**
**This indicator measures the percent of Career and Technical Education (CTE) students served in special education who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

## CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of CTE students served in special education who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of CTE students served in special education who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

## MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

## DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** and also reported by the district in the **spring 2012 STAAR EOC assessments** as a participant in a **special education** program and a **2** (Coherent Sequence) or **3** (Tech Prep) participant (**Special Education** and **Career and Technical Education** indicator codes).

## NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #5(i): Algebra I | ✓ | ✓ | ✓ |
| #5(ii): English I Reading | ✓ | ✓ | ✓ |
| #5(iii): English I Writing | ✓ | ✓ | ✓ |
| #5(iv): Biology | ✓ | ✓ | ✓ |
| #5(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, students' results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

## 2013 PBMAS Preview Indicator #6(i-v): Title I, Part A STAAR EOC Minimum Score or Higher Rate (Report Only)

**This indicator measures the percent of Title I, Part A students who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

### CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of Title I, Part A students who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of Title I, Part A students who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district in the **spring 2012 STAAR EOC assessments** as **Title I, Part A** (**Title I, Part A** indicator codes **6, 7, or 9**).

### NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #6(i): Algebra I | ✓ | ✓ | ✓ |
| #6(ii): English I Reading | ✓ | ✓ | ✓ |
| #6(iii): English I Writing | ✓ | ✓ | ✓ |
| #6(iv): Biology | ✓ | ✓ | ✓ |
| #6(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, students' results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

## 2013 PBMAS Preview Indicator #7(i-v): Migrant STAAR EOC Minimum Score or Higher Rate (Report Only)

**This indicator measures the percent of migrant students who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

### CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of migrant students who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of migrant students who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district in the **spring 2012 STAAR EOC assessments** as a **migrant** student (**Migrant Student** indicator code).

### NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #7(i): Algebra I | ✓ | ✓ | ✓ |
| #7(ii): English I Reading | ✓ | ✓ | ✓ |
| #7(iii): English I Writing | ✓ | ✓ | ✓ |
| #7(iv): Biology | ✓ | ✓ | ✓ |
| #7(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, students' results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

## 2013 PBMAS Preview Indicator #8(i-v): SPED STAAR EOC Minimum Score or Higher Rate (Report Only)

**This indicator measures the percent of students served in special education (SPED) who performed at the minimum score or higher on the STAAR EOC assessments (mathematics, English language arts, science, and social studies).**

### CALCULATION

$$\textit{Minimum score or higher rate for a STAAR EOC assessment [subject (i-v)]} = \frac{\textit{Number of students served in special education who performed at the minimum score or higher on a STAAR EOC assessment [subject (i-v)] in spring 2012}}{\textit{Number of students served in special education who took a STAAR EOC assessment [subject (i-v)] in spring 2012}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the special analysis process do not apply to this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district in the **2011-2012 PEIMS fall collection** (110 Record) as **enrolled** in the district and also reported by the district in the **spring 2012 STAAR EOC assessments** as participating in a **special education** program (S**pecial Education** indicator code).

### NOTES

- The indicator is based on the following results:

| Indicator | STAAR | STAAR Modified | STAAR Alternate |
|---|---|---|---|
| #8(i): Algebra I | ✓ | ✓ | ✓ |
| #8(ii): English I Reading | ✓ | ✓ | ✓ |
| #8(iii): English I Writing | ✓ | ✓ | ✓ |
| #8(iv): Biology | ✓ | ✓ | ✓ |
| #8(v): World Geography | ✓ | ✓ | ✓ |

- For the 2013 PBMAS, students' results in Geometry, Chemistry, English II (Reading and Writing), and World History will also be included.

- Students assessed with STAAR EOC will count in the numerator if they achieve the Phase-In 1 Minimum Score or higher.
- Students assessed with STAAR Modified EOC will count in the numerator if they achieve the Phase-In 1 Level II performance or higher.
- Students assessed with STAAR Alternate EOC will count in the numerator if they achieve the adjusted cut score or higher.
- Students assessed with STAAR Alternate English I will count in both the English I Reading and English I Writing denominators and will count in both numerators if they achieve the adjusted cut score or higher.
- This indicator is previewed for district information and planning purposes. No performance levels are assigned as part of this preview.

# Section IV:

# Appendix

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# 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 |
| DR SONIA A PEREZ | 2 | CORPUS CHRISTI | (361) 561-8407 | sonia.perez@esc2.us |
| DAN BAEN | 2 | CORPUS CHRISTI | (361) 561-8415 | dan.baen@esc2.us |
| KATHY GRAHAM | 3 | VICTORIA | (361) 573-0731 ext:324 | kgraham@esc3.net |
| PAM SNYDER | 3 | VICTORIA | (361) 573-0731 ext:252 | psnyder@esc3.net |
| SHARON BENKA | 4 | HOUSTON | (713) 744-6358 | sbenka@esc4.net |
| JERRY KLEKOTTA | 4 | HOUSTON | (713) 744-6393 | gklekotta@esc4.net |
| SHERRI MCCORD | 4 | HOUSTON | (713) 744-6596 | smccord@esc4.net |
| MONICA MAHFOUZ | 5 | BEAUMONT | (409) 923-5411 | mmahfouz@esc5.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 |
| TERESA ANDERSON | 6 | HUNTSVILLE | (936) 435-8250 | tanderson@esc6.net |
| SHARON LUSK | 7 | KILGORE | (903) 988-6908 | slusk@esc7.net |
| KAREN J THOMPSON | 8 | MT PLEASANT | (903) 572-8551 ext:2616 | karen.thompson@reg8.net |
| KARLA COKER | 8 | MT PLEASANT | (903) 572-8551 ext:2731 | kcoker@reg8.net |
| PAM ALBRITTON | 8 | MT PLEASANT | (903) 572-8551 ext:2762 | palbritton@reg8.net |
| MICKI WESLEY | 9 | WICHITA FALLS | (940) 322-6928 ext:370 | micki.wesley@esc9.net |
| DARREN FRANCIS | 9 | WICHITA FALLS | (940) 322-6928 ext:302 | darren.francis@esc9.net |
| JILL LANDRUM | 9 | WICHITA FALLS | (940) 322-6928 | jill.landrum@esc9.net |
| JEAN ASHTON | 9 | WICHITA FALLS | (940) 322-6928 | jean.ashton@esc9.net |
| WES PIERCE | 9 | WICHITA FALLS | (940) 322-6928 | wes.pierce@esc9.net |

| Full Name | Region | City | Phone | Email Address |
|---|---|---|---|---|
| DR GLORIA KEY | 10 | RICHARDSON | (972) 348-1536 | gloria.key@region10.org |
| JAN MOBERLEY | 10 | RICHARDSON | (972) 348-1426 | jan.moberley@region10.org |
| KATHY WRIGHT-CHAPMAN | 11 | FORT WORTH | (817) 740-7546 | KWC@esc11.net |
| CARIE DOWNES | 12 | WACO | (254) 297-1252 | cdownes@esc12.net |
| STEPHANIE KUCERA | 12 | WACO | (254) 297-1154 | skucera@esc12.net |
| CHRISTINE HOLECEK | 12 | WACO | (254) 297-1284 | cholecek@esc12.net |
| CRAIG HENDERSON | 13 | AUSTIN | (512) 919-5390 | craig.henderson@esc13.txed.net |
| LAURA ABBOTT | 13 | AUSTIN | (512) 919-5207 | laura.abbott@esc13.txed.net |
| EMILIA MORENO | 14 | ABILENE | (325) 675-8644 | emoreno@esc14.net |
| TAMARA MCGAUGHEY | 14 | ABILENE | (325) 675-8616 | tmcgaughey@esc14.net |
| LAURA STRUBE | 15 | SAN ANGELO | (325) 658-6571 ext:4065 | laura.strube@netxv.net |
| SHIRLEY CLARK | 16 | AMARILLO | (806) 677-5130 | shirley.clark@esc16.net |
| JENNIFER DE LEON | 17 | LUBBOCK | (806) 281-5889 | jdeleon@esc17.net |
| JOHN PETREE | 18 | MIDLAND | (432) 561-4385 | jpetree@esc18.net |
| KAYE ORR | 18 | MIDLAND | (432) 567-3244 | kayeorr@esc18.net |
| KELLI CRAIN | 18 | MIDLAND | (432) 567-3273 | kcrain@ESC18.NET |
| JAMYE SWINFORD | 18 | MIDLAND | (432) 561-4350 | jswinfor@esc18.net |
| LEE LENTZ-EDWARDS | 18 | MIDLAND | (432) 563-2380 | llentz@esc18.net |
| DENISE RIVES | 18 | MIDLAND | (432) 567-3259 | drives@esc18.net |
| INDHIRA SALAZAR | 18 | MIDLAND | (432) 567-3275 | isalazar@esc18.net |
| ANTHONY FRAGA | 19 | EL PASO | (915) 780-6553 | afraga@esc19.net |
| REBECCA ONTIVEROS | 19 | EL PASO | (915) 780-5093 | rontiveros@esc19.net |
| DAWN WHITE | 20 | SAN ANTONIO | (210) 370-5402 | dawn.white@esc20.net |

## Section V: Comments and Questions

| **COMMENTS AND QUESTIONS:** | |
|---|---|
| **Questions about the 2012 Student Assessment Data Validation *Indicators* should be addressed to:** | **Questions about *Interventions*, including ISAM inquiries should be addressed to:** |
| **Performance-Based Monitoring**<br>**Phone:** **(512) 936-6426**<br>**Email:** pbm@tea.state.tx.us | **Division of Program Monitoring and Interventions**<br>**Phone:** **(512) 463-5226**<br>**Email:** PMIdivision@tea.state.tx.us |
| **Comments on the 2012 Student Assessment Data Validation Indicators:** | |
| Comments on the 2012 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 15, 2013, in order to allow sufficient time for consideration in the 2013 data validation development cycle. | |

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Texas Education Agency

# Performance-Based Monitoring
# Texas Education Agency
# 1701 North Congress Avenue
# Austin, Texas 78701-1494