2007 Student Assessment Data Validation Manual

Performance-Based Monitoring System

November 2007
Texas Education Agency
Department of Assessment, Accountability, and Data Quality
Performance-Based Monitoring Division

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Performance-Based Monitoring Data Validation

an attempt to identify what data may be anomalous or what

accuracy of their data or determine that erroneous data were collected and/or submitted is fundamental to the integrity of the entire system.

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 2007 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 (RPTE)

12 Excessive Coding of "Other" (RPTE)

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

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

Data Validation Reports

The 2007 student assessment data validation analysis for the indicators listed above is based on the spring 2007 student

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

EXCESSIVE CODING OF ABSENT (MATHEMATICS)

1(i) ALL STUDENTS: The district's percent of TAKS, TAKS-I, and SDAA II answer documents coded absent for the All Students group on the 2007 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 TAKS, TAKS-I, and SDAA II answer documents coded absent for White students on the 2007 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 TAKS, TAKS-I, and SDAA II answer documents coded "other" for African American students on the 2007 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 TAKS, TAKS-I, and SDAA II answer documents coded "other" for Hispanic students on the 2007 reading/ELA test was 18.2 percent. (Of 33 total answer documents, 6 were coded "other" for the reading/ELA test.)

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.

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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 (mathematics) on the TAKS, TAKS-I, or SDAA II answer documents.

INDICATOR CALCULATION

$$\textit{District absence rate for mathematics} = \frac{\textit{District number of students (Grades 3-11) with a TAKS, TAKS-I, or SDAA II answer document coded absent for the mathematics test in spring 2007}}{\textit{District number of students (Grades 3-11) for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2007 TAKS, TAKS-I, or SDAA II answer documents submitted and at least 5 spring 2007 TAKS, TAKS-I, or SDAA II answer documents coded absent 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.

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

This indicator identifies districts with an excessi

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 (social studies) on the TAKS or TAKS-I answer documents.

INDICATOR CALCULATION

$$\textit{District absence rate for social studies} = \frac{\textit{District number of students (Grades 8, 10, 11) with a TAKS or TAKS-I answer document coded absent for the social studies test in spring 2007}}{\textit{District number of students (Grades 8, 10, 11) for whom a TAKS or TAKS-I answer document was submitted in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2007 TAKS or TAKS-I answer documents submitted and at least 5 spring 2007 TAKS or TAKS-I answer documents coded absent 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

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

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" (social studies) on the TAKS or TAKS-I answer documents.

INDICATOR CALCULATION

$$\text{District "other" rate for social studies} = \frac{\text{District number of students (Grades 8, 10, 11) with a TAKS or TAKS-I answer document coded "other" for the social studies test in spring 2007}}{\text{District number of students (Grades 8, 10, 11) for whom a TAKS or TAKS-I answer document was submitted in spring 2007}}$$

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

This indicator identifies districts with an excessive number of students coded absent on the TELPAS answer documents.

INDICATOR CALCULATION

$$\textit{District absence rate for the RPTE} = \frac{\textit{District number of students (Grades 3-12) with a TELPAS answer document coded absent for the RPTE test in spring 2007}}{\textit{District number of students (Grades 3-12) for whom a TELPAS answer document was submitted in spring 2007}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
• Minimum Size Criterion: At least 30 spring 2007 TELPAS answer documents submitted and at least 5 spring 2007 TELPAS answer documents coded absent for the RPTE test.	

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

This indicator identifies districts with an excessi

COMMENTS AND QUESTIONS:

Questions about the *2007 Student Assessment Data Validation Manual* should be addressed to:

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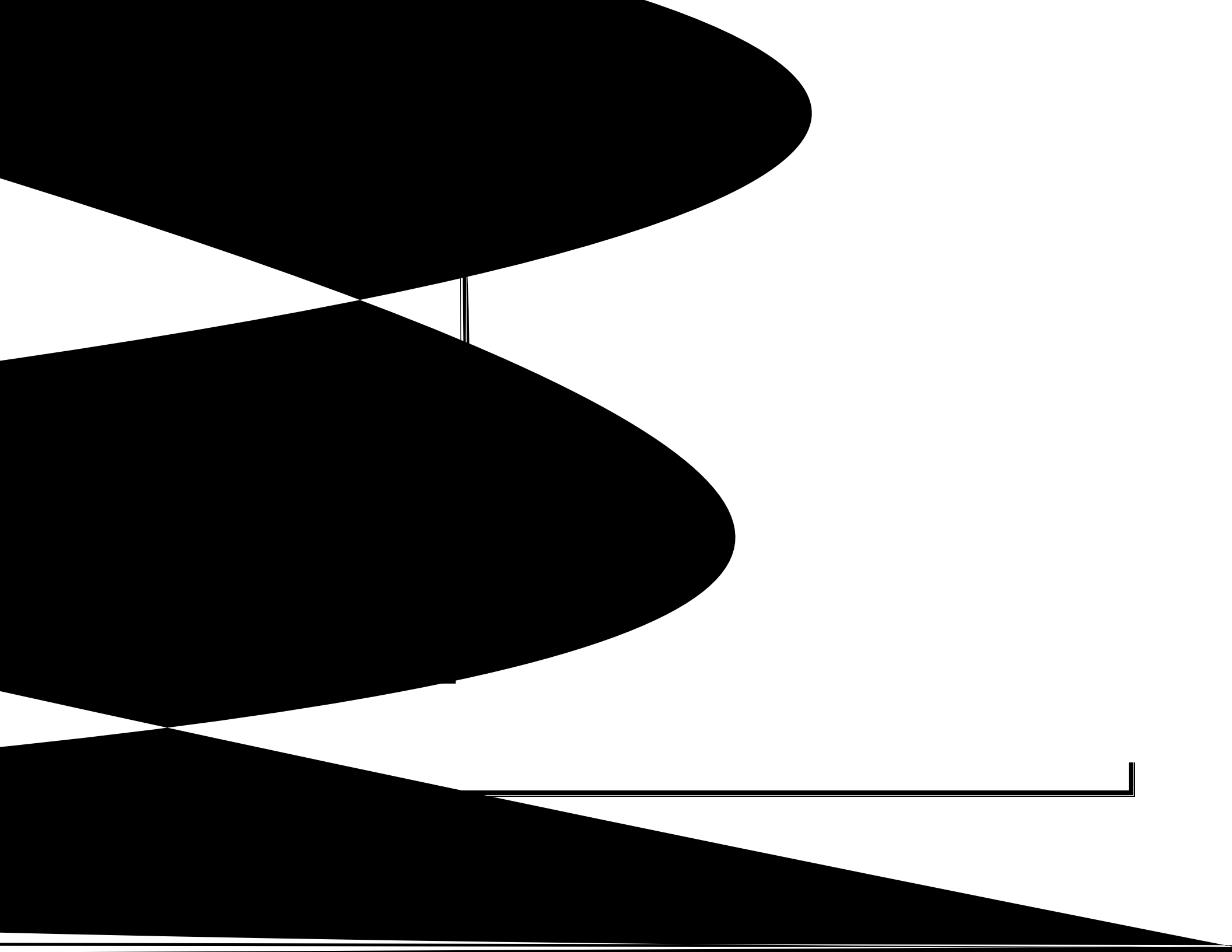
Comments on the Student Assessment Data Validation Indicators:

Comments on the 2007 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 16, 2008 in order to allow sufficient time for consideration during the 2008 data validation development cycle.

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