2022 Leaver Records Data Validation Manual

Texas Education Agency

Office of School Programs
Department of Assessment and Reporting
Division of Performance Reporting

Copyright © Notice The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered, and unchanged in any way.
4. No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools, or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** must obtain written approval from TEA and will be required to enter into a license agreement that may **involve the payment of a licensing fee or a royalty**.

For information contact:
Office of Copyrights, Trademarks, License Agreements, and Royalties
Texas Education Agency,
1701 N. Congress Ave., Austin, TX 78701-1494;
Phone: (512) 463-9270 or (512) 463-7822.
Email: copyrights@tea.texas.gov

Table of Contents

SECTION I: INTRODUCTION 1

Performance-Based Monitoring Data Validation 3

Differences Between Leaver Records Data Validation Indicators and Other PBM Indicators 3

Leaver Records Data Validation Indicators: Background 4

List of 2022 Leaver Records Data Validation Indicators 4

Data Sources 5

Data Validation Reports 5

Data Validation Requirements for LEAs 7

Leaver Reason Codes and Documentation Requirements 7

Additional Resources 7

SECTION II: 2022 LEAVER DATA RECORDS VALIDATION INDICATORS 9

Leaver Records Data Validation Indicator #1: Leaver Data Analysis 11

Leaver Records Data Validation Indicator #2: Underreported Students 12

Leaver Records Data Validation Indicator #3: Use of Leaver Reason Codes by LEAs with No Dropouts 13

Leaver Records Data Validation Indicator #4: Use of One or More Leaver Reason Codes 14

Leaver Records Data Validation Indicator #5: Use of Certain Leaver Reason Dropout Codes 15

Leaver Records Data Validation Indicator #6: Missing UID Enrollment Tracking Submission (First day of school through September 9, 2022) 16

Leaver Records Data Validation Indicator #7: Missing UID Enrollment Tracking Submissions (2021–2022 Reporting Year) 17

Leaver Records Data Validation Indicator #8: Continuing Students' Dropout Rate (Class of 2020), as of Fall 2021 18

SECTION III: APPENDICES 19

Appendix: A – List of Leaver Reason Codes 21

Appendix: B – Brief Descriptions of District Type Classifications, 2020-2021 22

Appendix: C – ESC Contacts 23

Appendix: D – Comments and Questions 25

Section I: Introduction

Performance-Based Monitoring Data Validation

The Performance-Based Monitoring (PBM) system(s), which was developed in response to state and federal statutes, is a comprehensive system designed to improve student performance and program effectiveness. The PBM system is a data-driven system that relies on data submitted by local education agencies (LEAs); therefore, the integrity of LEAs' data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that examine LEAs' leaver and dropout, student assessment, 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 Leaver Records Data Validation Indicators and Other PBM Indicators

There are key differences between the leaver records data validation indicators used as part of the PBM Data Validation System and the performance indicators used in the performance-based monitoring systems such as Results Driven Accountability (RDA). A performance indicator yields a *definitive* result, e.g., 85% of a particular cohort graduated with a high school diploma in four years. A leaver records data validation indicator typically *suggests* an anomaly that may require a local review to determine whether the anomalous data are accurate. For example, an LEA may report all of its leavers as intending to enroll in a private school. This single use of a leaver reason code for all leavers within a given year suggests a potential data anomaly. However, the LEA may determine, after a local review and verification process, the exclusive use of one particular leaver reason code can be validated.

Another difference between performance indicators and PBM leaver records data validation indicators is the criteria used to evaluate LEAs. In performance-based monitoring, performance indicators include *a range of established cut points* used to evaluate LEAs, while leaver records data validation indicators typically require an *annual review of data* to identify what data may be anomalous or what trends can be observed over time. Evaluation criteria on individual leaver records data validation indicators generally are not, and cannot be, established in advance, although there are some exceptions (e.g., underreported students) where an established standard is used.

The required response by the LEA is also different depending upon whether the LEA is identified under a performance indicator or a PBM leaver records data validation indicator. LEAs identified with a performance indicator concern are generally expected to (a) improve performance; or (b) if the identification of a performance indicator concern occurred because of inaccurate data, improve local data collection and submission procedures. LEAs identified as a result of a leaver records data validation indicator are generally expected to (a) validate and document 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 Leaver Records Data Validation Indicators and Performance-Based Monitoring System RDA Indicators

Indicator Type	Result	Evaluation Criteria	LEA Response
Leaver Records Data Validation	Suggests an anomaly	Based on annual review of data to identify anomalous data and trends observed over time	Validate accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
Performance-based monitoring system such as RDA	Yields a definitive result	Based on cut points 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 leaver records 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 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 submitted is fundamental to the integrity of the entire system.

Many LEAs initially identified through a leaver records data validation indicator will be able to confirm the accuracy of their data. This is expected and should be handled by those LEAs as a routine data confirmation that is documented locally and, in some cases, communicated back to the agency. Other LEAs identified through a leaver records 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 leaver records data validation indicator, it will be determined the anomalous data reflect a systemic issue within one data collection (e.g., leaver records 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.

Leaver Records Data Validation Indicators: Background

Since 1997-1998, the integrity of leaver records has been evaluated annually by TEA through various indicators and data analyses. Statutory requirements have also guided TEA's leaver records data validation efforts. During the 78th Legislature Regular Session (2003), Texas Education Code was amended to require an annual electronic audit of dropout records and a report based on the findings of the audit. House Bill 3, passed during the 81st Legislature Regular Session (2009), maintained this requirement in TEC, §39.308:

> TEC §39.308. Annual Audit of Dropout Records; Report. (a) The commissioner shall develop a process for auditing school district dropout records electronically. The commissioner shall also develop a system and standards for review of the audit or use systems already available at the agency. The system must be designed to identify districts that are at high risk of having inaccurate dropout records and that, as a result, require on-site monitoring of dropout records.
>
> (b) If the electronic audit of a school district's dropout records indicates that a district is not at high risk of having inaccurate dropout records, the district may not be subject to on-site monitoring under this subsection.
>
> (c) If the risk-based system indicates that a school district is at high risk of having inaccurate dropout records, the district is entitled to an opportunity to respond to the commissioner's determination before on-site monitoring may be conducted. The district must respond not later than the 30th day after the date the commissioner notifies the district of the commissioner's determination. If the district's response does not change the commissioner's determination that the district is at high risk of having inaccurate dropout records or if the district does not respond in a timely manner, the commissioner shall order agency staff to conduct on-site monitoring of the district's dropout records.
>
> (d) The commissioner shall notify the board of trustees of a school district of any objection the commissioner has to the district's dropout data, any violation of sound accounting practices or of a law or rule revealed by the data, or any recommendation by the commissioner concerning the data. If the data reflect that a penal law has been violated, the commissioner shall notify the county attorney, district attorney, or criminal district attorney, as appropriate, and the attorney general.
>
> (e) The commissioner is entitled to access to all district records the commissioner considers necessary or appropriate for the review, analysis, or approval of district dropout data.

List of 2022 Leaver Records Data Validation Indicators

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

1. Leaver Data Analysis
2. Underreported Students

3. Use of Leaver Reason Codes by LEAs with No Dropouts
4. Use of One or More Leaver Reason Codes
5. Use of Certain Leaver Reason Dropout Codes
6. Missing UID[1] Enrollment Tracking Submission (First day of school through September 9, 2022)
7. Missing UID Enrollment Tracking Submissions (2021-2022 Reporting Year)
8. Continuing Students' Dropout Rate (Class of 2020), as of Fall 2021

Data Sources

The Texas Student Data System (TSDS) is a statewide system for collecting and reporting education data. TSDS is a major TEA initiative that expanded on the former Public Education Information Management System (PEIMS). As specified by TEC §48.008, LEAs are required to submit data on student demographics, academic performance, personnel, and LEA finances. These data are submitted through the TSDS PEIMS application and used by TEA annually to process leaver records data validation indicators.

The data source for Indicators #1-5 and #8 is the TSDS PEIMS 40203 Sub-Category.[2] (See Appendix A for a list of the leaver reason codes used in these indicators.) These data are part of LEAs' annual fall TSDS PEIMS submission and reflect the 2020-2021 leaver data submitted by LEAs in the fall of 2021. Indicators #1 and #8 also include TSDS PEIMS data submitted by LEAs in the fall of 2020; additionally, Indicator #1 includes TSDS PEIMS data submitted by LEAs in the fall of 2019. The data source for Indicators #6 and #7 is UID Enrollment Tracking reports.

Data Validation Reports

LEA-level reports and certain student-level data[3] will be generated for each LEA identified on one or more of the 2022 leaver records data validation indicators. These reports and student-level data are made available via the Accountability application on the TEA Login (TEAL). LEAs not identified will receive the following message if they attempt to access the report on TEAL: *"A PBM Leaver Records Data Validation District Report is not available for your district (number: xxx) due to one of the following reasons: your district did not trigger any indicators in the PBM Data Validation System for Leaver Records; or your district did not report any fall enrollment data for the previous school year and therefore was not evaluated in the PBM Data Validation System for Leaver Records."*

If an LEA has been identified on an indicator, relevant information such as the number of leavers with a certain leaver reason code, the total number of leavers, and the percent of leavers with a certain leaver reason code will be noted on each LEA's report. Only the indicators an LEA triggers will be listed on the report. For example, in the sample report that follows, only certain indicators are listed because the sample LEA only triggered the specific indicators shown.

[1] UID is the Unique Identification Database (UID) Enrollment Tracking System.

[2] Based on the attendance and enrollment records of all LEAs, the records of Texas graduates for the last several years, and the Texas Certificate of High School Equivalency (TxCHSE), TEA identifies students for whom LEAs do not need to submit leaver records: movers, previous graduates, and TxCHSE recipients.

[3] Student-level data are not applicable to Indicator #1, Indicator #6, and Indicator #7. Student-level data are not provided for Indicator #2 because the data (underreported students) are readily available in TSDS PEIMS (Report PDM1-321-001) and through the Accountability TEAL application (Research & Analysis tab). The TSDS report lists presumed underreported students and may vary slightly from the final lists; the final lists are available in June each year. Student-level data are not provided for Indicator #8 because the list of student continuers who dropped out is readily available through the Accountability TEAL application (Research & Analysis tab).

Sample Report

CONFIDENTIAL

Texas Education Agency
2022 PBM Data Validation District Report
Leaver Records

County-District Number: xxxxxx
District Name: Example ISD
District Type: Non-Metropolitan: Stable

Region ZZ

DATA SOURCES:
INDICATOR 1 = TSDS PEIMS FALL SUBMISSION 2019, 2020 and 2021 (40203 Sub-Category)
INDICATORS 2-5 = TSDS PEIMS FALL SUBMISSION 2021 (40203 Sub-Category)
INDICATORS 6-7 = UID ENROLLMENT TRACKING 8/1/21-9/9/22
INDICATOR 8 = TSDS PEIMS FALL SUBMISSION 2020 and 2021 (40203 Sub-Category)

INDICATOR 1. LEAVER DATA ANALYSIS

	2020 NUMERATOR	*2020 DENOMINATOR*	*2020 PERCENT*	*2021 NUMERATOR*	*2021 DENOMINATOR*	*2021 PERCENT*	*2-YEAR CHANGE*
DROPOUTS	137	994	13.8	42	1,012	4.2	-9.6
TOTAL LEAVERS	309	994	31.1	351	1,012	34.7	3.6
GRADUATES	72	309	23.3	80	351	22.8	-0.5
OTHER LEAVERS	100	309	32.4	229	351	65.2	32.8
DROPOUTS	137	309	44.3	42	351	12.0	-32.3
UNDERREPORTED	35	1,622	2.2	62	1,920	3.2	1.0

INDICATOR 4. USE OF ONE OR MORE LEAVER REASON CODES

LEAVER REASON CODE	*2021 NUMBER OF LEAVER REASON CODE*	*2021 NUMBER OF LEAVERS*	*2021 PERCENT OF LEAVER REASON CODE*
60	23	115	20.0

INDICATOR 8. CONTINUING STUDENTS' DROPOUT RATE (CLASS OF 2020), AS OF FALL 2021

CONTINUING STUDENTS' DROPOUT RATE	*TOTAL CLASS OF 2020 CONTINUERS WHO DROPPED OUT AS OF FALL 2021*	*TOTAL CLASS OF 2020 CONTINUERS*
56.3	45	80

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 2022 Leaver Records Data Validation Manual.

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

LEAVER DATA ANALYSIS: The LEA's dropout rate decreased 9.6 percentage points between 2020 and 2021. This decrease in dropout rates may be the result of accurate reporting of leaver data by the LEA. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system. The components this LEA should analyze and validate include total leavers, graduates, other leavers, dropouts, and underreported students – particularly the change from 2020 to 2021 in these various components and the extent to which each contributed to the reported decrease in dropout rates.

USE OF ONE OR MORE LEAVER REASON CODES: The LEA's percent of leavers coded with leaver reason code 60 is 20 percent. This leaver reason code use may be the result of accurate reporting of leaver data by the LEA. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.

CONTINUING STUDENTS' DROPOUT RATE (CLASS OF 2020), AS OF FALL 2021: Of all the LEA's students in the graduating class of 2020, a total of 80 students continued to a fifth year. One year later, in the fall of 2021, 45 of those 80 students had dropped out, resulting in a 56.3% continuing students' dropout rate for the LEA from the fall of 2020 to the fall of 2021. This dropout rate exceeds the established standard of 25%.

Data Validation Requirements for LEAs

The Data Reporting Compliance Unit (DRCU) will notify LEAs by posting a "To the Administrator Addressed" (TAA) letter on the TEA web page for correspondence that compliance reviews are available via the Intervention, Stage, and Activity Manager (ISAM) application accessed through TEAL. It is an LEA's obligation to access TAA correspondence by (a) subscribing to the TAA listserv at: Texas Education Agency Update Subscription, and (b) accessing the ISAM application as directed to retrieve compliance review instructions and information. Superintendents should ensure appropriate LEA contacts have access to ISAM and sign-up for TAA correspondence in order to receive pertinent communications. Questions about compliance reviews should be directed to DRCU at DRCU@tea.texas.gov or (512) 463-9980.

Leaver Reason Codes and Documentation Requirements

The *2021-2022 Texas Education Data Standards (TEDS)* provides technical resources which outline specific guidelines on acceptable documentation for each of the leaver reason codes. The PEIMS Leaver Data technical resources can be accessed at: Technical Resources.

Additional Resources

Performance-based monitoring contacts at each Education Service Center (ESC) are available to provide LEAs with technical assistance concerning the 2022 leaver records data validation indicators (See Appendix C). In addition, the TEDS (including Technical Resources mentioned above), which describe the TSDS PEIMS data reporting requirements and provide descriptions of data elements and the categories used to report them, as well as TSDS PEIMS reports, are available as additional resources for LEAs. LEAs should ensure appropriate staff have access to TSDS PEIMS reports, which may require additional approval to access.

There are five TSDS PEIMS reports LEAs may find particularly helpful as part of a local review of leaver coding. These reports are based on data reported by LEAs. When accessing these reports, LEAs should confirm the collection selected corresponds with the applicable indicator's data source shown on the LEA's PBM Leaver Records Data Validation LEA Report.

- PDM1-124-004: School Leaver Roster
- PDM1-124-005: School Leaver Summary
- PDM1-124-006: Non-Dropout Non-Graduate Leaver Roster

- PDM1-124-002: Dropout Roster
- PDM1-321-001: Presumed Underreported Students List

In addition, the annual report, *Secondary School Completion and Dropouts in Texas Public Schools,* is a comprehensive report that includes summary information about both high school completion and non-completion. Additional data, including longitudinal cohort data and year-to-year reporting of students at the LEA level, are available at: Secondary School Completion and Dropouts in Texas Public Schools. Other helpful tools and datasets are also available from the same link.

Finally, LEA personnel with authorized access to the TEAL Accountability application can retrieve a variety of graduation and dropout information as well as underreported student information made available each year by the Research and Analysis Division. This information includes student-level listings as well as campus and LEA aggregates. It can be accessed via the Research & Analysis tab on the TEAL Accountability application. Planning tools and detailed explanation documents to assist LEAs are also available.

Section II:
2022 Leaver Data Records Validation Indicators

Leaver Records Data Validation Indicator #1: Leaver Data Analysis

This indicator evaluates the change in LEAs' dropout rates in relation to several components of interrelated data, including dropouts, graduates, other leavers, and underreported students.

Calculation

Dropout rates are affected by a variety of interrelated data, and a comprehensive analysis of those data is an effective way to evaluate the different factors that may have contributed to an LEA's change in dropout rates over time.

While not exhaustive, the list below identifies key components analyzed under this indicator.

1. **Each LEA's change in Grades 7-12 annual dropout rates from 2019 to 2021 and from 2020 to 2021 is evaluated.**
2. **For the same time periods:**
    a. **Each LEA's change in total leavers (i.e., dropouts, graduates, and other leavers) in relation to total Grades 7-12 attendance is evaluated.**
    b. **Each LEA's change in the numbers and rates of graduates in relation to total leavers is evaluated.**
    c. **Each LEA's change in the numbers and rates of other leavers in relation to total leavers is evaluated.**
    d. **Each LEA's change in the numbers and rates of dropouts in relation to total leavers is evaluated.**
3. **Each LEA's change in the numbers and rates of underreported students is evaluated for the same time periods.**

LEAs with dropout rate decreases accompanied primarily by increases in other leavers, underreported students, or other anomalous data may be identified by this indicator. LEAs with reported increases in other leavers during the time periods evaluated should carefully analyze, and be able to validate, their use of leaver reason codes 16, 60, 81, and 82 in particular. However, depending on the specific LEA's data, other leaver reason codes may also be relevant for analysis and validation. (See Appendix A for a complete list of leaver reason codes.)

Minimum Size Requirements:

- Denominator ≥ 10 Grades 7-12 students in attendance anytime during each school year evaluated.
- Numerator ≥ 5 Grades 7-12 students designated as dropouts during each school year evaluated.

Notes

- The change in dropout rates of LEAs identified by this indicator may be the result of accurate reporting of leaver data. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.
- LEA type is considered in this indicator. (See Appendix B).
- See the sample LEA report in Section I of the manual for more detailed information about key data components evaluated in this indicator.
- See Indicator #2 for additional information about underreported students.

Leaver Records Data Validation Indicator #2: Underreported Students

This indicator identifies LEAs exceeding the state standard for the count of or percent of underreported students.

Calculation

1. LEA count of underreported students:

Number of 2020-2021 students in Grades 7-12 for whom none of the following statuses apply: graduate, previous graduate, returned on time, returned late migrant student, mover, other leaver, TxCHSE recipient, or dropout

2. LEA percent of underreported students:

$$\frac{\text{Count of underreported students (see above)}}{\text{Number of 2020-2021 students in Grades 7-12 who are returning students, leavers, and underreported students}}$$

Minimum Size Requirements

- Numerator ≥ 5 underreported students (count) and at least 0.7% (rate).

Notes

- An LEA is identified under this indicator if it exceeds one or both of the following standards:
  - Count of underreported students: 75.
  - Percent of underreported students: 1.3%.
  - The list of underreported students for 2020-2021 is available to LEAs through the Accountability TEAL application (Research & Analysis tab).

Leaver Records Data Validation Indicator #3: Use of Leaver Reason Codes by LEAs with No Dropouts

This indicator identifies LEAs with no dropouts and a potentially anomalous use of certain leaver reason codes.

Calculation

$$\frac{\text{Number of 2020-2021 students in Grades 7-12 reported with a leaver reason code 16, 24, 60, 81, and 82}}{\text{Number of 2020-2021 students in Grades 7-12 reported with any non-graduate, non-dropout leaver reason code}}$$

Minimum Size Requirements

- Denominator ≥ 10
- Numerator ≥ 5

Notes

- The percent leaver code usage is calculated collectively across the following leaver reason codes: 16, 24, 60, 81, and 82.
- Use of these leaver reason codes may be the result of accurate reporting of leaver data by LEAs identified by this indicator. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.

Leaver Records Data Validation Indicator #4: Use of One or More Leaver Reason Codes

This indicator identifies LEAs with a potentially anomalous use of one or more leaver reason codes.

Calculation

$$\frac{\text{Number of 2020-2021 students in Grades 7-12 reported with a leaver reason code from the list below}}{\text{Number of 2020-2021 students in Grades 7-12 reported with any non-graduate, non-dropout leaver reason code}}$$

Minimum Size Requirements

- Denominator ≥ 10
- Numerator ≥ 5

Notes

- The percent leaver reason code usage is calculated individually for each of the following leaver reason codes: 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, and 90.
- Use of one or more of these leaver reason codes may be the result of accurate reporting of leaver data by LEAs identified by this indicator. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.

Leaver Records Data Validation Indicator #5: Use of Certain Leaver Reason Dropout Codes

This indicator identifies LEAs with a potentially anomalous use of one or more leaver reason dropout codes.

Calculation

$$\frac{\text{Number of 2020-2021 students in Grades 7-12 reported with a leaver reason dropout code listed below}}{\text{Number of 2020-2021 students in Grades 7-12 reported with any leaver reason dropout code}}$$

Minimum Size Requirements

- Denominator ≥ 10
- Numerator ≥ 3

Notes

- ***New!*** The percent leaver reason dropout code usage is calculated individually for leaver reason dropout codes **20**, 88, and 89.
- ***New!*** The Minimum Size Requirement for the numerator has been lowered to 3.
- Use of one or more of these leaver reason dropout codes may be the result of accurate reporting of leaver data by LEAs identified by this indicator. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.

Leaver Records Data Validation Indicator #6: Missing UID Enrollment Tracking Submission (First day of school through September 9, 2022)

This indicator identifies LEAs that did not complete at least one UID Enrollment Tracking submission between the first day of school through September 9, 2022.

Calculation

UID Enrollment Tracking queries are used to identify LEAs with no UID Enrollment Tracking Submissions between the first day of school through September 9, 2022, for the 2022-2023 reporting year.

Minimum Size Requirements

- Not Applicable

Notes

For additional information on UID Enrollment Tracking, see Section 9 (with Enrollment) of TEDS available at TEDS Section 9 Unique ID Specifications.

Leaver Records Data Validation Indicator #7: Missing UID Enrollment Tracking Submissions (2021–2022 Reporting Year)

This indicator identifies LEAs that did not complete at least one UID Enrollment Tracking submission during the 2021-2022 reporting year.

Calculation

UID Enrollment Tracking queries are used to identify LEAs with no UID Enrollment Tracking Submissions during the period of August 1, 2021, through July 31, 2022.

Minimum Size Requirements

- Not Applicable

Notes

For additional information on UID Enrollment Tracking, see Section 9 (with Enrollment) of TEDS available at TEDS Section 9 Unique ID Specifications.

Leaver Records Data Validation Indicator #8: Continuing Students' Dropout Rate (Class of 2020), as of Fall 2021

This indicator identifies LEAs with a continuing students' dropout rate that exceeds the state standard.

Calculation

$$\frac{\text{Number of continuers who had dropped out by the fall of 2021}}{\text{Number of students from the class of 2020 who continued ("continuers")}}$$

Minimum Size Requirements

- Denominator ≥ 30
- Numerator ≥ 5

Notes

- An LEA is identified under this indicator if its continuing students' dropout rate exceeds 25%.
- The list of student continuers from the Class of 2020 who dropped out by the fall of 2021 is available to LEAs through the TEAL Accountability application (Research & Analysis tab).
- For additional information on the methodology for calculating the annual dropout and longitudinal graduation and dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at Secondary School Completion and Dropouts Reports.

Section III: Appendices

Appendix: A – List of Leaver Reason Codes

A list of leaver reason codes can be found on the TSDS Web-Enabled Data Standards (TWEDS) web page.

Codes	Leaver Reason
01	Graduated From A Campus In This District Or Charter: Student graduated from a campus in this district or charter
03	Died: Student died while enrolled in school or during the summer break after completing the prior school year
08	Pregnancy: Student (female or male) withdrew from/left school because of pregnancy
16	Return To Home Country Or Emigrate To Another Country: Student withdrew from/left school to return to family's home country or emigrated to another country
20	Medical Injury: Student has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
24	College, Pursue Associates or Bachelors Degree: Student withdrew from/left school to enter college and is working towards an Associates or Bachelors degree
60	Home Schooling: Student withdrew from/left school for home schooling
66	Removed-Child Protective Services: Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment
78	Expelled, For Offense Under TEC 37.007, Cannot Return: Student was expelled under the provisions of TEC 37.007 and cannot return to school
81	Enroll In Texas Private School: Student withdrew from/left school to enroll in a private school in Texas
82	Enroll In School Outside Texas: Student withdrew from/left school to enroll in a public or private school outside Texas
83	Withdrawn By District Because Not Entitled To Enrollment: Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC 25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC 38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.
85	Graduated Outside Texas Before Entering A Texas Public School-Entered A Texas Public School-Left Again: Student graduated outside Texas before entering a Texas public school, entered a Texas public school and left again
86	High School Equivalency Certificate Outside Texas: Student received a high school equivalency certificate outside Texas, returned to school to work toward the completion of a high school diploma, and then left; or student earned high school equivalency certificate outside Texas after leaving Texas public schools
87	Enroll In University High School Diploma Program: Student withdrew/left school to enroll in the Texas Tech University ISD High School Diploma Program or University of Texas at Austin High School Diploma Program
88	Court-Ordered To A High School Equivalency Program, Has Not Earned A Texas Certificate Of High School Equivalency (TxCHSE): Student was ordered by a court to attend a high school equivalency program and has not earned a TxCHSE
89	Incarcerated In State Jail Or Federal Penitentiary As An Adult: Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
90	Graduated From Another State Under Provisions Of The Interstate Compact On Educational Opportunity For Military Children: Per TEC 162.002, student lives in the household of an active-duty military serviceperson, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet requirements to graduate from Texas public schools, did meet requirements to graduate from a school in the sending state, and, under provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state.
98	Other: Student was not enrolled within the school-start window for a reason not listed, student dropped out, or reason for leaving is unknown

Appendix: B – Brief Descriptions of District Type Classifications, 2020-2021

Brief descriptions of district type classifications can be found on the District Type web page.

Type	Descriptions
Major Urban	A district is classified as major urban if: (a) it is located in a county with a population of at least 1,050,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. Example: Austin ISD (227901).
Major Suburban	A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students. Examples: Castleberry ISD (220917) and Goose Creek CISD (101911).
Other Central City	A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 1,049,999; and (d) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county. Examples: Brownsville ISD (031901) and La Joya ISD (108912).
Other Central City Suburban	A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 1,049,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to another central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 903 students. Examples: Harlingen CISD (031903) and Port Arthur ISD (123907).
Independent Town	A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 70 percent of the largest district enrollment in the county. Examples: Victoria ISD (235902) and Winnsboro ISD (250907).
Non-Metropolitan: Fast Growing	A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years. Example: Celina ISD (043903).
Non-Metropolitan: Stable	A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state. Example: Snyder ISD (208902).
Rural	A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students. Example: Mason ISD (157901) and Buena Vista ISD (186901).
Charter School Districts	Charter school districts are open-enrollment school districts authorized by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public-school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public-school districts, charter school districts are monitored and accredited under the statewide testing and accountability system. Example: George I. Sanchez Charter School (101804).

Appendix: C – ESC Contacts

ESC Results Driven Accountability Contacts that assist with data validation can be found on the AskTED web page, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
Tammie Garcia	1	Edinburg	(956) 984-6173	tgarcia@esc1.net
Cristina Sandoval	2	Corpus Christi	(361) 561-8454	cristina.sandoval@esc2.us
Missy Klimitchek	3	Victoria	(361) 573-0731 ext:115	mklimitchek@esc3.net
Monica Jones	3	Victoria	(361) 573-0731 ext:250	mjones@esc3.net
Kenda Matson	3	Victoria	(361) 573-0731 ext:321	KMatson@esc3.net
Angel Lozano	4	Houston	(713) 744-6596	angel.lozano@esc4.net
Danette Thornton	4	Houston	(713) 744-6578	danette.thornton@esc4.net
Monelle Rougeau	4	Houston	(713) 744-6581	monelle.rougeau@esc4.net
Monica Mahfouz	5	Beaumont	(409) 951-1702	mmahfouz@esc5.net
Ana Deter	6	Huntsville	(936) 435-8247	adeter@esc6.net
Dr Steve Johnson	6	Huntsville	(936) 435-8290	sjohnson@esc6.net
Jan Oatess	6	Huntsville	(936) 435-8207	joatess@esc6.net
Maribel Perez	6	Huntsville	(936) 435-8233	mperez@esc6.net
Jennifer Graves	6	Huntsville	(936) 435-8216	jgraves@esc6.net
Sandy Cammarata-Garcia	6	Huntsville	(936) 435-8235	sgarcia@esc6.net
Beth Nesmith	6	Huntsville	(936) 435-8243	bnesmith@esc6.net
Beverly Beran	7	Kilgore	(903) 988-6910	bberan@esc7.net
Cassie A Bland	8	Mt Pleasant	(903) 575-2667	cbland@reg8.net
Sara Beth Batts	8	Mt Pleasant	(903) 575-2743	sbatts@reg8.net
Stacy Elledge	8	Mt Pleasant	(903) 575-2616	selledge@reg8.net
Leonard Beles	8	Mt Pleasant	(903) 572-8551 ext:2740	lbeles@reg8.net
Heather Mcgregor	8	Mt Pleasant	(903) 572-8551 ext:2731	hmcgregor@reg8.net
Wayne Snyder	8	Mt Pleasant	(903) 572-8551 ext:2649	wsnyder@reg8.net
Kerri Bowles	8	Mt Pleasant	(903) 572-8551 ext:2720	kbowles@reg8.net
Stacie Whitaker	8	Mt Pleasant	(903) 575-2617	swhitaker@reg8.net
Sarah Jeter	8	Mt Pleasant	(903) 575-2787	sjeter@reg8.net
Amy Blackwell	9	Wichita Falls	(940) 322-6928	amy.blackwell@esc9.net
Micki Wesley	9	Wichita Falls	(940) 322-6928	micki.wesley@esc9.net
Holly Hawkins	9	Wichita Falls	(940) 322-6928	holly.hawkins@esc9.net
Doug Debord	9	Wichita Falls	(940) 322-6928	Doug.debord@esc9.net
Kara Fluty	9	Wichita Falls	(940) 322-6928	kara.fluty@esc9.net

Full Name	Region	City	Phone	Email Address
Melissa Shaw	10	Richardson	(972) 348-1210	melissa.shaw@region10.org
Michael Milburn	10	Richardson	(972) 348-1632	michael.milburn@region10.org
Anna Griffiths	10	Richardson	(972) 348-1360	anna.griffiths@region10.org
Gretchen Kroos	11	White Settlement	(817) 740-7630	gkroos@esc11.net
Laura Mckean	11	White Settlement	(817) 740-7608	lmckean@esc11.net
April Whisenant	11	White Settlement	(817) 740-7555	awhisenant@esc11.net
Pamela Humphrey	11	White Settlement	(817) 740-7574	phumphrey@esc11.net
Elizabeth Schrader	11	White Settlement	(817) 740-7504	eschrader@esc11.net
Stephanie Cassels	11	White Settlement	(817) 740-7569	scassels@esc11.net
Travis Whisenant	11	White Settlement	(817) 740-7628	twhisenant@esc11.net
Carie Downes	12	Waco	(254) 297-1252	cdownes@esc12.net
Ellen Hogan	12	Waco	(254) 297-1195	ehogan@esc12.net
Chris Griffin	12	Waco	(254) 297-1163	cgriffin@esc12.net
Terry Arndt	12	Waco	(254) 297-1199	tarndt@esc12.net
Jennifer Hranitzky	13	Austin	(512) 919-5174	jennifer.hranitzky@esc13.txed.net
Lisa White	14	Abilene	(325) 675-8616	lwhite@esc14.net
Emilia Moreno	14	Abilene	(325) 675-8674	emoreno@esc14.net
Melissa Anthony	15	San Angelo	(325) 481-4093	melissa.anthony@esc15.net
David Bedford	15	San Angelo	(325) 658-6571 ext:4023	david.bedford@esc15.net
Dr Michael Bohensky	15	San Angelo	(325) 481-4024	michael.bohensky@esc15.net
Christine Scroggs	16	Amarillo	(806) 677-5275	christine.scroggs@esc16.net
Stacie Barnett	16	Amarillo	(806) 677-5074	stacie.barnett@esc16.net
Heather Blount	17	Lubbock	(806) 281-5817	hblount@esc17.net
Autumn Sloan	18	Midland	(432) 563-2380	asloan@esc18.net
Lee Lentz-Edwards	18	Midland	(432) 563-2380	llentz@esc18.net
Maria Mata	18	Midland	(432) 567-3220	mmata@esc18.net
Ryan Merritt	18	Midland	(432) 563-2380	ryan.merritt@esc18.net
Yoscelina Hernandez	19	El Paso	(915) 780-5075	yhernandez2@esc19.net
Barbara O Amaya	19	El Paso	(915) 780-5354	bamaya@esc19.net
Kelly Joseph	20	San Antonio	(210) 370-5664	kelly.joseph@esc20.net

The Performance-Based Monitoring contact information for this appendix is provided by each ESC. If contact information is missing, call the ESC main number listed at Education Service Centers for assistance.

Appendix: D – Comments and Questions

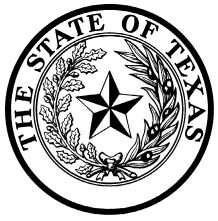
Questions about the 2022 *Leaver Records Data Validation Indicators* should be addressed to:

Performance-Based Monitoring
Phone: (512) 463-9704
Email: pbm@tea.texas.gov

Questions about the 2022 *Data Reporting Compliance Reviews* should be addressed to:

IT Data Reporting Compliance Unit
Phone: (512) 463-9980
Email: DRCU@tea.texas.gov

Comments on the 2022 Leaver Records Data Validation Indicators are welcome and will assist the agency in its evaluation and future development efforts. Comments may be submitted to Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to pbm@tea.texas.gov. Comments should be provided no later than February 3, 2023, to allow sufficient time for consideration in the 2023 data validation development cycle.



Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494