



2024 Leaver Records Data Validation Manual

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For information contact:

Office of General Counsel

Texas Education Agency,

[1701 N. Congress Ave., Austin, TX 78701-1494;](#)

Phone: (512) 463-7904.

Email: copyrights@tea.texas.gov

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Section I: Introduction

Annual Data Validation Analyses

The accountability and performance data reporting systems at the Texas Education Agency (TEA) rely in data submitted by local education agencies (LEAs); therefore, the integrity of LEAs' data is critical. Furthermore, data can be a key component in ensuring education-related programs are being implemented with fidelity across LEAs. To ensure data integrity, annual data validation analyses and reviews are conducted to examine LEAs' leaver and dropout data, student assessment data, and discipline data. Additional data analyses, as well as 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 Performance Indicators

There are key differences between the leaver records data validation indicators used as part of the Annual Data Validation System and the indicators used in performance 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 having enrolled in a private school. This single use of a leaver reason code for all leavers within a given year suggests a potential data anomaly. The LEA will need to determine, after a local review and verification process, whether the reported leaver reason codes were a coding error or failure to comply with leaver reporting requirements. Depending on the indicators, the local review may also conclude the LEA's data are accurate and verifiable.

Another difference between performance indicators and data validation indicators is the criteria used to evaluate LEAs. In performance systems such as RDA, 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 generally cannot be, made public 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 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 Indicators

Indicator Type	Result	Evaluation Criteria	LEA Response
Leaver Records Data Validation	Suggests an anomaly	Based on an annual review of data to identify anomalous data and trends observed over time	Validate the accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
Performance systems 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 accountability and performance data reporting systems and to ensure programs are being implemented with fidelity.** 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 these systems. While all LEAs identified through a leaver records data validation indicator should conduct a local review to validate the accuracy of their data, **only some LEAs will be contacted by the agency for a compliance review and will be asked to share their findings and supporting documentation with the agency.**

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, if issued a compliance review, communicated back to the agency. Other LEAs 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 responses. For some LEAs 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) which will require a more extensive LEA response.

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.

Additionally, TEC §39.003 gives the commissioner of education discretion to authorize a special investigation to be conducted:

(14) in response to a complaint submitted to the agency with respect to alleged inaccurate data that is reported through the Public Education Information Management System (PEIMS) or through other reports required by state or federal law or rule or court order and that is used by the agency to make a determination relating to public school accountability, including accreditation, under this chapter.

List of 2024 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 UID¹ Enrollment Tracking Submission (First day of school through September 13, 2024)
7. Missing UID Enrollment Tracking Submissions (2023-2024 Reporting Year)
8. Continuing Students' Dropout Rate (Class of 2022), as of Fall 2023

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 Subcategory² (See [Appendix A](#) for a list of the leaver reason codes used in these indicators). This data is part of LEAs' annual fall TSDS PEIMS submission and reflects the 2022-2023 leaver data submitted by LEAs in the fall of 2023. Indicators #1 and #8 also include TSDS PEIMS data submitted by LEAs in the fall of 2022; additionally, Indicator #1 includes TSDS PEIMS data submitted by LEAs in the fall of 2021. The data source for Indicators #6 and #7 is UID Enrollment Tracking reports.

Data Validation Reports

LEA-level reports and certain student-level data³ will be generated for each LEA identified on one or more of the 2024 leaver records data validation indicators. These reports and student-level data are made available via the Texas Education Agency Login (TEAL) Accountability application under the "Performance-Based Monitoring" tab. LEAs not identified will receive the following message if they attempt to access the report on TEAL: "A 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 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 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 in 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
2024 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 2021, 2022 and 2023 (40203 Subcategory)
INDICATORS 2-5 = TSDS PEIMS FALL SUBMISSION 2023 (40203 Subcategory)
INDICATORS 6-7 = UID ENROLLMENT TRACKING 8/1/23-9/13/24
INDICATOR 8 = TSDS PEIMS FALL SUBMISSION 2022 and 2023 (40203 Subcategory)

INDICATOR 1. LEAVER DATA ANALYSIS							
	2022 NUMERATOR	2022 DENOMINATOR	2022 PERCENT	2023 NUMERATOR	2023 DENOMINATOR	2023 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	3	943	0.3	4	928	0.4	0.1

INDICATOR 4. USE OF ONE OR MORE LEAVER REASON CODES			
LEAVER REASON CODE	2023 NUMBER OF LEAVER REASON CODE	2023 NUMBER OF LEAVERS	2023 PERCENT OF LEAVER REASON CODE
60	23	115	20.0

INDICATOR 8. CONTINUING STUDENTS' DROPOUT RATE (CLASS OF 2022), AS OF FALL 2023		
CONTINUING STUDENTS' DROPOUT RATE	TOTAL CLASS OF 2022 CONTINUERS WHO DROPPED OUT AS OF FALL 2023	TOTAL CLASS OF 2022 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 the [2024 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 2022 and 2023. 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 system. The components this LEA should analyze and validate include total leavers, graduates, other leavers, dropouts, and underreported students – particularly the change from 2022 to 2023 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 system.

CONTINUING STUDENTS' DROPOUT RATE (CLASS OF 2022), AS OF FALL 2023: Of all the LEA's students in the graduating class of 2022, a total of 80 students continued to a fifth year. One year later, in the fall of 2023, 45 of those 80 students had dropped out, resulting in a 56.3% continuing students' dropout rate for the LEA from the fall of 2022 to the fall of 2023. This dropout rate exceeds the established standard of 25%.

Data Validation Requirements for LEAs - *Updated*

LEAs triggered in one or more 2024 Leaver Records Data Validation indicators should conduct a local review of their data and related policies and procedures to validate and document that their data are correct. LEAs should use the agency's guidance to ensure that their reporting is accurate and meets the agency's requirements and expectations. If program implementation concerns and/or incorrect data are identified, LEAs are expected to address those issues. LEAs should maintain local documentation of their data validation process. TEA also commonly works with the LEAs to bring them into compliance and/or to establish better local practices.

A select number of LEAs triggered in one or more 2024 Leaver Records Data Validation indicators may be issued a compliance review by the Self-Reported Data Unit (SRDU) in the Governance – Compliance and Investigations Division at TEA. Superintendents will be notified by email if their LEA is issued a compliance review. As a part of the compliance review process, TEA will request documentation and other information from LEAs to review and determine whether an LEA is in compliance with data reporting expectations and related state and federal laws, rules, and regulations.

An LEA's leaver data and their actions to correct program implementation and/or data concerns will continue to be monitored by the agency. An LEA is expected to take the necessary actions to correct any program implementation or data concerns, if warranted. If an LEA is identified as having not taken the steps to remediate these concerns, TEA has the discretion to take actions and interventions under Texas Education Code Chapters 39 and 39A, as the result of a compliance review or investigation.

Leaver Reason Codes and Documentation Requirements

The *2023-2024 Texas Education Data Standards (TEDS)* provide technical resources that 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

Education Service Center (ESC) Results Driven Accountability contacts are available to provide LEAs with technical assistance concerning the 2024 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 seven 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 LEAs Leaver Records Data Validation LEA Report.

- PDM1-124-002: Dropout Roster
- PDM1-124-004: School Leaver Roster
- PDM1-124-005: School Leaver Summary
- PDM1-124-006: Non-Dropout Non-Graduate Leaver Roster
- PDM1-124-007: Graduate Roster by Graduation Type
- PDM1-124-008: School Leavers
- 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:

2024 Leaver Records Data 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 2021 to 2023 and from 2022 to 2023 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 $\geq$ 10 Grades 7-12 students in attendance anytime during each school year evaluated.
- Numerator $\geq$ 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 system.
- LEA type is considered in this indicator (See [Appendix B](#)).
- See the [sample LEA report](#) 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 2022-2023 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:

$$\frac{\text{Count of underreported students (see above)}}{\text{Number of 2022-2023 students in Grades 7-12 who are returning students, leavers, and underreported students}}$$

Minimum Size Requirements

- Numerator $\geq$ 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 2022-2023 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

$$\frac{\text{Number of 2022-2023 students in Grades 7-12 reported with a leaver reason code 16, 24, 60, 81, and 82}}{\text{Number of 2022-2023 students in Grades 7-12 reported with any non-graduate, non-dropout leaver reason code}}$$

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.
- The 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 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

$$\frac{\text{Number of 2022-2023 students in Grades 7-12 reported with a leaver reason code from the list below}}{\text{Number of 2022-2023 students in Grades 7-12 reported with any non-graduate, non-dropout leaver reason code}}$$

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.
- The 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 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

$$\frac{\text{Number of 2022-2023 students in Grades 7-12 reported with a leaver reason dropout code listed below}}{\text{Number of 2022-2023 students in Grades 7-12 reported with any leaver reason dropout code}}$$

Minimum Size Requirements

- Denominator ≥ 10
- Numerator ≥ 3

Notes

- The percent leaver reason dropout code usage is calculated individually for leaver reason dropout codes 20, 88, and 89.
- The 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 system.

Leaver Records Data Validation Indicator #6: Missing UID Enrollment Tracking Submission (First day of school through September 13, 2024)

This indicator identifies LEAs that did not complete at least one UID Enrollment Tracking submission between the first day of school through September 13, 2024.

Calculation

UID Enrollment Tracking queries are used to identify LEAs with no UID Enrollment Tracking Submissions between the first day of school through September 13, 2024, for the 2024-2025 reporting year.

Minimum Size Requirements

- Not Applicable

Notes

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

Leaver Records Data Validation Indicator #7: Missing UID Enrollment Tracking Submissions (2023–2024 Reporting Year)

This indicator identifies LEAs that did not complete at least one UID Enrollment Tracking submission during the 2023-2024 reporting year.

Calculation

UID Enrollment Tracking queries are used to identify LEAs with no UID Enrollment Tracking Submissions during the period of August 1, 2023, through July 31, 2024.

Minimum Size Requirements

- Not Applicable

Notes

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

Leaver Records Data Validation Indicator #8: Continuing Students' Dropout Rate (Class of 2022), as of Fall 2023

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

Calculation

$$\frac{\text{Number of continuers who had dropped out by the fall of 2023}}{\text{Number of students from the class of 2022 who continued ("continuers")}}$$

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 2022 who dropped out by the fall of 2023 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 School: Student graduated from a campus in this district or charter school
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 Associate's or Bachelor's Degree: Student withdrew from/left school to enter college and is working towards an Associate's or Bachelor's 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, 2022-2023

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 1,195,000; (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 1,194,999; 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 1,194,999; 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 889 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
Sanda V.Gonzalez	1	Edinburg	(956) 984-6003	sangonzalez@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
Mollisondra Bodungen	3	Victoria	(361) 573-0731	mbodungen@esc3.net
Lauren Almanza	3	Victoria	(361) 573-0731	lalmanza@esc3.net
Angel Lozano	4	Houston	(713) 744-6596	angel.lozano@esc4.net
Danette Thornton	4	Houston	(713) 744-6578	danette.thornton@esc4.net
Robert Reeves	4	Houston	(713) 744-4410	robert.reeves@esc4.net
Nickie Miller	5	Beaumont	(409) 951-1847	nmiller@esc5.net
Sandy Cammarata-Garcia	6	Huntsville	(936) 435-8235	sgarcia@esc6.net
Beverly Beran	7	Kilgore	(903) 988-6910	bberan@esc7.net
Wayne Snyder	8	Mt Pleasant	(903) 572-8551 ext:2649	wsnyder@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
Kerri Bowles	8	Mt Pleasant	(903) 572-8551 ext:2720	kbowles@reg8.net
Sarah Jeter	8	Mt Pleasant	(903) 575-2787	sjeter@reg8.net
Stacy Elledge	8	Mt Pleasant	(903) 575-2616	selledge@reg8.net
Stacie Whitaker	8	Mt Pleasant	(903) 575-2617	swhitaker@reg8.net
Sara Beth Batts	8	Mt Pleasant	(903) 575-2743	sbatts@reg8.net
Cassie A Bland	8	Mt Pleasant	(903) 575-2667	cbland@reg8.net
Stephanie Leann Foster	8	Mt Pleasant	(903) 575-2684 ext:2684	sfoster@reg8.net
Melissa Reid	8	Mt Pleasant	(903) 575-2680	mreid@reg8.net
Lindsey Lott	8	Mt Pleasant	(903) 575-2723	llott@reg8.net
Hannah Garrett	8	Mt Pleasant	(903) 575-2625	hgarrett@reg8.net
Deyanira Torres	8	Mt Pleasant	(903) 537-2670	dtorres@reg8.net
Holly Hawkins	9	Wichita Falls	(940) 322-6928	holly.hawkins@esc9.net
Shane Porter	9	Wichita Falls	(940) 322-6928	shane.porter@esc9.net
Melissa Shaw	10	Richardson	(972) 348-1210	melissa.shaw@region10.org
Michael Milburn	10	Richardson	(972) 348-1632	michael.milburn@region10.org
Beth Garcia	10	Richardson	(972) 348-1526	beth.garcia@region10.org
Evan Heckmann	10	Richardson	(972) 348-1770	evan.heckmann@region10.org
Kevin Alaniz	10	Richardson	(972) 348-1592	kevin.alaniz@region10.org
Sonia Rhykerd	10	Richardson	(972) 348-1552	sonia.rhykerd@region10.org

Full Name	Region	City	Phone	Email Address
Margo Nottingham	11	White Settlement	(817) 740-7526	mnottingham@esc11.net
Derrick Spurlock	11	White Settlement	(817) 740-7552	dspurlock@esc11.net
Stephanie Cassels	11	White Settlement	(817) 740-7569	scassels@esc11.net
Carie Downes	12	Waco	(254) 297-1252	cdownes@esc12.net
Chris Griffin	12	Waco	(254) 297-1163	cgriffin@esc12.net
Ellen Hogan	12	Waco	(254) 297-1195	ehogan@esc12.net
Terry Arndt	12	Waco	(254) 297-1199	tarndt@esc12.net
Kerry Gain	13	Austin	(512) 919-5306	kerry.gain@esc13.txed.net
Lisa White	14	Abilene	(325) 675-8616	lwhite@esc14.net
Emilia Moreno	14	Abilene	(325) 675-8674	emoreno@esc14.net
David Bedford	15	San Angelo	(325) 658-6571 ext:4023	david.bedford@esc15.net
Michael Bohensky	15	San Angelo	(325) 481-4024	michael.bohensky@esc15.net
Connie Neal	15	San Angelo	(325) 481-4050	connie.neal@esc15.net
Randy Gartman	15	San Angelo	(325) 481-4035	randy.gartman@esc15.net
Melissa Anthony	15	San Angelo	(325) 481-4093	melissa.anthony@esc15.net
Mandi Palmer	16	Amarillo	(806) 677-5269	mandi.palmer@esc16.net
Anna Phillips	17	Lubbock	(806) 281-5891	aphillips@esc17.net
Jennifer De Leon	17	Lubbock	(806) 281-5889	jdeleon@esc17.net
Shannon Phillips	17	Lubbock	(806) 281-5847	sphillips@esc17.net
Angel Sidhu	17	Lubbock	(806) 281-5788	asidhu@esc17.net
Monica Hernandez	18	Midland	(432) 563-2380	asloan@esc18.net
Amanda Magallan	18	Midland	(432) 563-2380	amanda.magallan@esc18.net
Desiree Caddell	18	Midland	(432) 567-4338	dcaddell@esc18.net
Maria Mata	18	Midland	(432) 567-3220	mmata@esc18.net
Barbara O Amaya	19	El Paso	(915) 780-5354	bamaya@esc19.net
Yoscelina Hernandez	19	El Paso	(915) 780-5075	yhernandez2@esc19.net
Rachel A Anderson	19	El Paso	(915) 780-5078	reaanderson@esc19.net
Patricia Zamora	20	San Antonio	(210) 370-5396	patricia.zamora@esc20.net

If an ESC Results Driven Accountability contact's information is missing, please call the ESC main number listed at [Education Service Centers](#) for assistance.

Appendix: D – Comments and Questions

Questions about the 2024 *Leaver Records Data Validation Indicators* should be addressed to:

Performance Reporting Division

Phone: (512) 463-9704

Email: Performance.Reporting@tea.texas.gov

Questions about the 2024 *Leaver Records Compliance Reviews* should be addressed to:

Self-Reported Data Unit, Governance – Compliance & Investigations Division

Email: datacomplaints@tea.texas.gov

Website: [Self-Reported Data Unit](#)

Comments on the 2024 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 Reporting, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to Performance.Reporting@tea.texas.gov. Comments should be provided no later than March 7, 2025, to allow sufficient time for consideration in the 2025 data validation development cycle.



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