

2011 Leaver Records Data Validation Manual

Performance-Based Monitoring System

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

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Section I

Introduction

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Performance-Based Monitoring Data Validation

The Performance-Based Monitoring (PBM) system, which was developed in 2003 in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness. The PBM system is a data-driven system that uses performance and program effectiveness data submitted to the state by local education agencies (LEAs); therefore, the integrity of these data is critical. To ensure data integrity, the PBM system includes annual data validation analyses that use several different indicators to examine LEAs' leaver and dropout data, student assessment data, and discipline data. Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency (TEA) are accurate and reliable.

Differences Between Leaver Records Data Validation Indicators and Other PBM Indicators

As shown in the table on page 3, 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 Analysis System (PBMAS). A PBMAS performance indicator yields a *definitive* result, e.g., 100% of an LEA's graduates completed the Recommended High School Program. A leaver records data validation indicator typically *suggests* an anomaly that a local review may ultimately determine to be verifiable and accurate. For example, an LEA may report 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, that the exclusive use of one particular leaver reason code can be validated.

Because a PBMAS performance indicator yields a definitive result, an LEA's performance on PBMAS indicators is made *public*. Because a leaver records data validation indicator typically yields a result that is suggestive but may not be definitive, an LEA's initial results on these indicators are *not made public*. Results of the leaver records data validation indicators are only released on the Texas Education Agency Secure Environment (TEASE).

Another difference between PBMAS performance indicators and PBM leaver records data validation indicators is the use of standards. A PBMAS performance indicator is based on a *standard* that is made public with as much advance notice as possible and that all LEAs can achieve over time. The goal for LEAs on PBMAS performance indicators is progress toward the standard over time. A leaver records data validation indicator is typically based on an *annual review of data* in an attempt to identify what data may be anomalous or what trends can be observed over time. Standards on individual 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). The goal for LEAs on PBM leaver records data validation indicators is to report accurate data each year.

The required response by the LEA is also different depending on whether the LEA is identified under a PBMAS performance indicator or a PBM leaver records data validation indicator. LEAs identified with a PBMAS performance indicator concern are generally expected to (a) improve performance; or (b) if the identification of a performance indicator concern occurred because of inaccurate data, improve 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 that their data are, in fact, correct; and (b) if correct data reflect a program implementation concern, address

that concern; or (c) if the LEA’s identification occurred because of incorrect data, improve local data collection and submission procedures.

Differences between Leaver Records Data Validation Indicators and PBMAS Indicators				
Indicator Type	Result	Publicly Released	Standards	LEA Response
Leaver Records Data Validation	Suggests an anomaly	No	Based on annual review of data to identify anomalous data and trends observed over time	Validate accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
PBMAS	Yields a definitive result	Yes	Based on standards established in advance	Improve performance or program effectiveness or if identification occurred because of inaccurate data, improve data collection and submission procedures

By their very nature and purpose, some leaver records data validation indicators may identify some LEAs that are collecting and reporting accurate data. In addition, LEAs are subject to random data validation audits. **Confirming the accuracy of data is a critical part of the process that is necessary to validate and safeguard the integrity of the overall PBM system.** As such, the process LEAs engage in to either validate the accuracy of their data or determine that erroneous data were 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 that 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 2011 Leaver Records Data Validation Indicators

Seven 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. Dropout Rate Trend Analysis
2. Underreported Students
3. Use of Leaver Reason Codes by Districts with No Dropouts
4. Use of One or More Leaver Reason Codes
5. Missing PET² Submission (August 22, 2011 - September 16, 2011)
6. Missing PET Submission (2010-2011 Reporting Year)
7. Continuing Students' Dropout Rate (Class of 2009), as of Fall 2010

² PET is the Person Identification Database (PID) Enrollment Tracking (PET) extension.

Data Sources

The data source for Indicators #1-4 and #7 is the PEIMS 203 Record.³ (See Appendix A for a list of the leaver reason codes from the PEIMS 203 Record used in these indicators.) These data are part of districts' annual fall PEIMS submission and reflect the 2009-2010 leaver data submitted by districts in the fall of 2010. Indicators #1 and #7 also include PEIMS 203 Record data submitted by districts in the fall of 2009; additionally, Indicator #1 includes PEIMS 203 Record data submitted by districts in the fall of 2008. The data source for Indicators #5 and #6 is PID Enrollment Tracking reports for August 23, 2010 through September 16, 2011.

Data Validation Reports

District-level reports and certain student-level data⁴ will be generated for each district identified on one or more of the 2011 leaver records data validation indicators. These reports and student-level data are available via the Accountability application on TEASE. Districts not identified will receive the following message if they attempt to access the report on TEASE: *“Your district was not identified in the 2011 leaver records data validation analysis, and therefore no report will be generated.”*

If a district has been identified on an indicator, this is referred to as “triggering” an indicator. The district count of 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 district's report. Only the indicators a district triggers will be listed on the report. For example, in the sample report below, only certain indicators are listed because the sample district only triggered five specific indicators as shown.

³ Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and the GED certificate records, TEA identifies students for whom districts do not need to submit leaver records: movers, previous graduates, and GED recipients.

⁴ Student-level data are not applicable to Indicator #1, Indicator #5, and Indicator #6. Student-level data are not provided for Indicator #2 because the data (underreported students) are readily available in the PEIMS EDIT+ application (Report PRF0B032). The EDIT+ report lists presumed underreported students and may vary slightly from the final lists. Student-level data are not provided for Indicator #7 because the list of student continuers who dropped out is readily available through the secure Accountability TEASE application (RES tab).

SAMPLE REPORT
CONFIDENTIAL
Texas Education Agency
2011 PBM Data Validation Report
Leaver Records

Example ISD
District Type: 7-Non-Metropolitan: Stable

Region ZZ

DATA SOURCE:

INDICATOR 1 = PEIMS FALL SUBMISSION 2008, 2009, and 2010 (203 Record)
INDICATORS 2-4 = PEIMS FALL SUBMISSION 2010 (203 Record)
INDICATORS 5-6 = PID ENROLLMENT TRACKING 08/23/10-09/16/11
INDICATOR 7 = PEIMS FALL SUBMISSION 2009 and 2010

INDICATOR

1. DROPOUT RATE TREND ANALYSIS 2008-2010	2008 <u>DROPOUT RATE</u> 10.0	2010 <u>DROPOUT RATE</u> 1.0	CHANGE <u>2008 TO 2010</u> -9.0	
2. UNDERREPORTED STUDENTS	<u>NUMBER OF UNDERREPORTED</u> 525	<u>TOTAL REPORTED AND UNDERREPORTED</u> 7000	<u>PERCENT OF UNDERREPORTED</u> 7.5	
4. USE OF ONE OR MORE LEAVER REASON CODES	<u>LEAVER REASON CODE</u> 60	<u>NUMBER OF CODE</u> 23	<u>NUMBER OF LEAVERS</u> 115	<u>PERCENT OF CODE</u> 20.0
5. MISSING PET SUBMISSION (AUGUST 22, 2011 - SEPTEMBER 16, 2011)		<u>REPORT DATE RANGE</u> 08/22/11-09/16/11		
7. CONTINUING STUDENTS' DROPOUT RATE (CLASS OF 2009), AS OF FALL 2010	<u>STATE RATE</u> TBD	<u>CONTINUING STUDENTS' DROPOUT RATE</u> 56.3	<u>TOTAL CLASS OF 2009 CONTINUERS WHO DROPPED OUT AS OF FALL 2010</u> 45	<u>TOTAL CLASS OF 2009 CONTINUERS</u> 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 2011 Leaver Records Data Validation Manual available at <http://www.tea.state.tx.us/pbm/DVManuals.aspx>.

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

DROPOUT RATE TREND ANALYSIS: The district’s dropout rate decreased 9 percentage points between 2008 and 2010, a trend that is appreciably different from the decrease in dropout rates of other similar districts. *However, this decrease in dropout rates may be the result of accurate reporting of leaver data by the district. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.*

UNDERREPORTED STUDENTS: Both the district’s total number of underreported students (525) and the district’s underreported percent (7.5%) exceed the state standards of 150 (count) and 3.0% (percent). (A district can trigger this indicator for not meeting one or both of the state standards.)

USE OF ONE OR MORE LEAVER REASON CODES: The district’s percent of leavers coded 60 (home schooling) is 20 percent. *However, this leaver reason code use may be the result of accurate reporting of leaver data by the district. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.*

MISSING PET SUBMISSION (AUGUST 22, 2011 - SEPTEMBER 16, 2011): A required PET submission was not received by the agency during the date range of August 22, 2011 through September 16, 2011.

CONTINUING STUDENTS’ DROPOUT RATE (CLASS OF 2009), AS OF FALL 2010: Of all the district’s students in the graduating class of 2009, a total of 80 students continued to a fifth year. One year later, in the fall of 2010, 45 of those 80 students had dropped out, resulting in a 56.3% continuing students’ dropout rate for the district from the fall of 2009 to the fall of 2010. This dropout rate exceeds the established standard of 35%. (The state rate is listed as “To Be Determined” [TBD] on the sample report but will appear as an actual rate on each district’s report.)

Data Validation Requirements for Districts

The Program Monitoring and Interventions (PMI) Division will notify each district selected for a PBM leaver records data validation intervention via the Intervention Stage and Activity Manager (ISAM) application on TEASE. The PMI Division will inform districts that intervention stages have been posted to ISAM by posting a “To the Administrator Addressed” letter on the TEA web page for correspondence or sending a “To the Administrator Addressed” letter via electronic mail or first-class mail. It is the district’s obligation to access the correspondence from the PMI Division by (a) subscribing to the listserv for “To the Administrator Addressed” correspondence; and (b) accessing the ISAM system as directed to retrieve intervention instructions and information.

Leaver Reason Codes and Documentation Requirements

Appendix D of the *2010-2011 PEIMS Data Standards* provides an expanded definition and specific guidelines on acceptable documentation for each of the leaver reason codes. This appendix can be accessed at the following web address: <http://www.tea.state.tx.us/index4.aspx?id=3014>.

Additional Resources

Performance-based monitoring contacts at each education service center are available to provide districts with technical assistance concerning the 2011 leaver records data validation indicators (See Appendix C). In addition, the *PEIMS Data Standards*, which describe the PEIMS data reporting requirements and provide descriptions of data elements and the codes used to report them, as well as PEIMS EDIT+ reports, are available as additional resources for districts. These resources can be readily accessed from the following web address: <http://www.tea.state.tx.us/index4.aspx?id=3012>. There are several PEIMS EDIT+ reports districts may find helpful as part of a local review of leaver coding. These reports are based on data reported by districts.

- PRF8D002: School Leaver Roster
- PRF8D003: School Leaver Summary
- PRF8D004: Non-Dropout Non-Graduate Leaver Roster
- PRF6D002: Dropout Roster
- PRF0B032: 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. The district supplement to this report (available at http://www.tea.state.tx.us/acctres/dropcomp_index.html) contains data tables and listings of secondary school completion and dropout data at the district level. District-by-district listings of annual dropout rates and completion rates are presented, and a district listing of year-to-year reporting of students is also included. Other helpful tools and datasets can be found by accessing the Data Search menu at the following web site address: <http://www.tea.state.tx.us/acctres/dropcomp/years.html>.

Finally, district personnel with authorized access to the TEASE Accountability application can retrieve a variety of dropout and completion products made available each year by the Research and Analysis Division via the RES tab on the TEASE Accountability application. These products provide detailed annual dropout and completion information, including student-level lists and campus and district aggregates. Planning tools and detailed explanation documents to assist districts are also available.

Section II

Leaver Records Data Validation Indicators

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Leaver Records Data Validation Indicator #1: Dropout Rate Trend Analysis

This indicator identifies districts that reported a decrease in annual dropout rates that was significantly greater than the reported decreases of other similar districts over either two or three years.

INDICATOR CALCULATION

1. A district's two-year change in dropout rates is calculated as follows:

$$\text{District 2010 dropout rate} = \frac{\text{District number of students in Grades 7-12 who dropped out of school in the 2009-2010 school year}}{\text{District number of students in Grades 7-12 in attendance at any time during the 2009-2010 school year}}$$

MINUS

$$\text{District 2009 dropout rate} = \frac{\text{District number of students in Grades 7-12 who dropped out of school in the 2008-2009 school year}}{\text{District number of students in Grades 7-12 in attendance at any time during the 2008-2009 school year}}$$

2. A district's three-year change in dropout rates is calculated as follows:

$$\text{District 2010 dropout rate} = \frac{\text{District number of students in Grades 7-12 who dropped out of school in the 2009-2010 school year}}{\text{District number of students in Grades 7-12 in attendance at any time during the 2009-2010 school year}}$$

MINUS

$$\text{District 2008 dropout rate} = \frac{\text{District number of students in Grades 7-12 who dropped out of school in the 2007-2008 school year}}{\text{District number of students in Grades 7-12 in attendance at any time during the 2007-2008 school year}}$$

MINIMUM SIZE REQUIREMENTS	NOTES
<ul style="list-style-type: none"> At least 10 Grade 7-12 students in attendance anytime during each school year evaluated <u>and</u> at least 5 Grade 7-12 students designated as dropouts during each school year evaluated. 	<ul style="list-style-type: none"> A district may be identified under this indicator if either its two-year or three-year decrease in the Grade 7-12 dropout rates is appreciably different from the two-year or three-year decrease in the Grade 7-12 dropout rate for districts of the same type. <i>This change may be the result of accurate reporting of dropout data by the district. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.</i> District type is considered in this indicator. (See Appendix B). For additional information on the methodology for calculating the annual dropout rate, see the <i>Secondary School Completion and Dropouts in Texas Public Schools</i> report available at the following web address: http://www.tea.state.tx.us/acctres/dropcomp_index.html.

Leaver Records Data Validation Indicator #2: Underreported Students

This indicator identifies districts not meeting the state standard for the count and/or percent of underreported students.

INDICATOR CALCULATION

1. District count of underreported students:

District count of underreported students = *District number of 2009-2010 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, GED recipient, or dropout*

2. District percent of underreported students:

District percent of underreported students =
$$\frac{\text{District count of underreported students (see above)}}{\text{District number of 2009-2010 students in Grades 7-12 who are returning students, leavers, and underreported students}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Requirements: At least 5 underreported students (count) and at least 1.0% (rate).

NOTES

- A district is identified under this indicator if it does not meet the standard for one or both of the following measures:
 - ◆ Count of underreported students: Must be fewer than or equal to 150.
 - ◆ Percent of underreported students: Must be less than or equal to 3.0%.

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

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

INDICATOR CALCULATION

$$\text{District percent leaver reason code usage} = \frac{\text{District number of 2009-2010 students in Grades 7-12 reported with leaver reason codes 16, 24, 60, 81, and 82}}{\text{District number of 2009-2010 students in Grades 7-12 reported with any non-graduate, non-dropout leaver reason code}}$$

MINIMUM SIZE REQUIREMENTS AND LEAVER CODES

- Minimum Size Requirements: At least **10** leavers.
- The percent leaver code usage is calculated collectively across the following leaver reason codes: 16, 24, 60, 81, and 82.

NOTES

- A district with no dropouts and a potentially anomalous use of certain leaver reason codes may be identified under this indicator. ***This use of these leaver reason codes may be the result of accurate reporting of leaver data by the district. 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 districts with a potentially anomalous use of one or more leaver reason codes.

INDICATOR CALCULATION

$$\text{District percent leaver reason code usage} = \frac{\text{District number of 2009-2010 students in Grades 7-12 reported with a leaver reason code from the list below}}{\text{District number of 2009-2010 students in Grades 7-12 reported with any non-graduate, non-dropout leaver reason code}}$$

MINIMUM SIZE REQUIREMENTS AND LEAVER CODES

- Minimum Size Requirements: At least **10** leavers.
- 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, and 87.

NOTES

- The district's number of leavers reported with each code listed is divided by the district's total number of non-graduate, non-dropout leavers, and the usage rate for each code is calculated. A district may be identified under this indicator if its usage of one or more leaver reason codes is potentially anomalous. ***This use of one or more leaver reason codes may be the result of accurate reporting of leaver data by the district. Validation of accurate data is a critical safeguard that helps ensure the integrity of the overall PBM system.***

Leaver Records Data Validation Indicator #5: Missing PET Submission (August 22, 2011 - September 16, 2011)

This indicator identifies districts that did not complete at least one PET submission between August 22, 2011 and September 16, 2011.

INDICATOR CALCULATION

PID Enrollment Tracking queries are used to identify districts with no PET submissions during the period of August 22, 2011 through September 16, 2011.

MINIMUM SIZE REQUIREMENTS AND LEAVER CODES

Not applicable.

NOTES

- For additional information on PET, see Appendix G of the *2010-2011 PEIMS Data Standards* available at the following web address: <http://www.tea.state.tx.us/index4.aspx?id=3014>.

Leaver Records Data Validation Indicator #6: Missing PET Submission (2010-2011 Reporting Year)

This indicator identifies districts that did not complete at least one PET submission during the 2010-2011 reporting year.

INDICATOR CALCULATION

PID Enrollment Tracking queries are used to identify districts with no PET Submissions during the period of August 23, 2010 through June 30, 2011.

MINIMUM SIZE REQUIREMENTS AND LEAVER CODES

Not applicable.

NOTES

- For additional information on PET, see Appendix G of the 2010-2011 PEIMS Data Standards available at the following web address: <http://www.tea.state.tx.us/index4.aspx?id=3014>.

Leaver Records Data Validation Indicator #7: Continuing Students' Dropout Rate (Class of 2009), as of Fall 2010

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

INDICATOR CALCULATION

$$\text{Continuing Students' Dropout Rate (Class of 2009), as of Fall 2010} = \frac{\text{District number of continuers who had dropped out by the fall of 2010}}{\text{District number of students from the Class of 2009 who continued ("continuers")}}$$

MINIMUM SIZE REQUIREMENTS AND LEAVER CODES

- Minimum Size Requirements: At least 30 “continuers” and at least 5 dropouts.

NOTES

- *New!* A district is identified under this indicator if its continuing students' dropout rate is 35% or higher.
- For additional information on the methodology for calculating the annual dropout, completion, and graduation rates, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: http://www.tea.state.tx.us/acctres/dropcomp_index.html.

Section III

Appendices

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Appendix A:

List of Leaver Reason Codes

- 01 = Student graduated from a campus in this district or charter
- 03 = Student died while enrolled in school or during the summer break after completing the prior school year
- 16 = Student withdrew from/left school to return to family's home country
- 24 = Student withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree
- 60 = Student withdrew from/left school for home schooling
- 66 = Student was removed by Child Protective Services and the district has not been informed of the student's current status or enrollment
- 78 = Student was expelled under the provisions of TEC §37.007 and cannot return to school
- 81 = Student withdrew from/left school to enroll in a private school in Texas
- 82 = Student withdrew from/left school to enroll in a public or private school outside Texas
- 83 = Student was withdrawn from school by the district when the district discovered that the student was not a resident at the time of enrollment, had falsified enrollment information, or had not provided proof of identification or immunization records
- 85 = Student graduated outside Texas before entering a Texas public school, entered a public school, and left again
- 86 = Student completed the GED outside Texas
- 87 = Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program
- 98 = Other (reason unknown or not listed above)

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Appendix B:

Brief Descriptions of District Type Classifications, 2009-2010

1. Major Urban — A district is classified as major urban if: (a) it is located in a county with a population of at least 750,000; (b) its enrollment is the largest in the county or at least 75 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).
2. 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 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 nearest major urban district in the county or at least 4,500 students. Examples: Goose Creek ISD (101911) and Castleberry ISD (220917).
3. 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 749,999; and (d) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county. Examples: Brownsville ISD (031901) and McAllen ISD (108906).
4. 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 749,999; 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 an other central city district; (c) its enrollment is greater than 3 percent that of the contiguous other central city district; and (d) its enrollment exceeds the median district enrollment of 765 students for the state. Examples: Port Arthur ISD (123907) and Harlingen CISD (031903).
5. 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 greater than 75 percent of the largest district enrollment in the county. Examples: Victoria ISD (235902) and Winnsboro ISD (250907).

Appendix B:

Brief Descriptions of District Type Classifications, 2009-2010

6. 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: Jarrell ISD (246907).
7. 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 exceeds the median district enrollment for the state. Example: Snyder ISD (208902).
8. 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: Valley View ISD (049903).
9. Charter School Districts — Open-enrollment charter schools operating within a facility of a nonprofit or government entity or an institution of higher education. Example: George I. Sanchez Charter School (101804).

Appendix C: ESC Performance-Based Monitoring Contacts

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Section IV: Comments and Questions

COMMENTS AND QUESTIONS

Questions about the *2011 Leaver Records Data Validation Indicators* should be addressed to:

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

Phone: (512) 936-6426

Email: pbm@tea.state.tx.us

Comments on the Leaver Records Data Validation Indicators:

Comments on the 2011 Leaver Records Data Validation Indicators are welcome and will assist the agency in its evaluation and future development efforts. Comments may be submitted to **Rachel Harrington, Director, Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494** or sent via e-mail to pbm@tea.state.tx.us. Comments should be provided no later than February 15, 2012, in order to allow sufficient time for consideration in the 2012 data validation development cycle.

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Texas Education Agency

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