

Overview

Local Education Agencies (LEAs) that trigger one or more Leaver Records Data Validation or Discipline Data Validation indicators are strongly encouraged to conduct a local review of their data and related policies and procedures to ensure that accurate data have been reported to the agency. If program implementation concerns and/or incorrect data are identified, LEAs are expected to address those issues locally. LEAs should maintain local documentation of their data validation process but will not be expected to share their findings with TEA unless issued a compliance review.

This document provides some general recommended steps and resources that may help LEAs when conducting these local reviews. While LEAs should take ownership of the local review process, they are encouraged to reach out to an independent party, such as their Education Service Center (ESC), for additional assistance.

Local Review Tips and Recommendations

- The primary goal of a local review is to ensure data reported to TEA are accurate by confirming that the reported PEIMS code (or descriptor) is correct, that any required supporting documentation is on file and meets agency expectations, and that any related policies and procedures (e.g., withdrawal procedures, disciplinary decisions) meet statutory requirements *and* result in accurate, reliable data.
 - Consider creating specific questions for each data validation indicator that are reflective of these key issues. Ask questions that may assist in determining whether any data were misreported and/or could not be validated and why.
- Upon their release, closely review the Data Validation reports and student-level data available through the Texas Education Agency Login ([TEAL](#)) Accountability application under the “Performance-Based Monitoring” tab. An LEA may also need to review related ‘Final Graduation and Dropout Information’ reports under the “Research & Analysis” tab.
 - Review the associated [data validation manuals](#) to gain a better understanding of the data validation systems, indicators, and expectations for LEAs.
 - Questions about the creation or calculation of these indicators can be sent to the Performance Reporting Division at Performance.Reporting@tea.texas.gov.
- Review available agency guidance related to leaver and discipline data reporting requirements and expectations, including the TSDS Web-Enabled Data Standards (TWEDS) References related to [PEIMS Leaver Data](#) and [PEIMS Discipline Data](#).
 - Questions about PEIMS reporting (e.g., understanding data elements, identifying correct descriptor/codes, or business rule expectations) or supporting documentation requirements can be sent to TEA through a TSDS Incident Management System (TIMS) Ticket.
- Create a random selection of students to audit. The sample should reflect a variety of students across multiple campuses, if applicable.
 - For example, if conducting a local audit for leaver data, ensure your sample includes students reported with a variety of leaver reasons. In addition to including multiple campuses in your audit, consider ensuring that your sample includes students across different grade-levels, ages, demographics, and student programs.
- When reviewing any written local policies and procedures for alignment with statutory requirements and agency expectations, also check that all language is up-to-date and reflective of any recent TEA or statutory changes (e.g., in TWEDS, “Appendix D” is now listed under References as “PEIMS Leaver Data - Documentation Requirements for the PEIMS Leaver Data”).

- Document any errors or concerns related to program implementation, supporting documentation, and/or incorrect data found through the local review.
- If issues are identified, create a plan with actionable measures to ensure data accuracy and integrity as well program fidelity going forward. Consider setting deadlines for implementing any local corrective actions and assigning staff member(s) to check that regular progress is being made in meeting these goals.
 - Commonly identified corrective actions have included: adding Student Identification System (SIS) alerts when appropriate; updating leaver documentation forms to reflect agency requirements; maintaining more detailed disciplinary incident forms; cross-training administrators; conducting campus- and district-level quarterly audits; documenting step-by-step data reporting and validation processes with the appropriate administrators.
- As a reminder, it is the responsibility of the superintendent to verify, validate, and certify all PEIMS data submissions as accurate and authentic. For this reason, superintendents are highly encouraged to be involved in the local review process.
- LEAs are encouraged to complete local reviews by April 30th so any corrective actions can be implemented before the start of the next school year.
- Please note, TEA regularly communicates with LEAs through emails to superintendents and other relevant staff. Consider checking that AskTED contact information for all district staff is up to date as part of the local review.

Additional Resources

[Student Discipline Guidance](#)

[TEA 2024-2025 Student Discipline – Chapter 37 Training](#)

[Restorative Discipline Practices](#)

[Discipline Reports](#)

[Update to Graduation and Dropout Rate Reporting; Accountability Symposium, April 2024](#)

[Secondary School Completion and Dropouts in Texas Public Schools 2022-23](#)

[Completion, Graduation, and Dropout Data](#)

Contact Information

If you have any questions about conducting a local review or audit, please contact the Self-Reported Data Unit at DataComplaints@tea.texas.gov and we will be happy to provide additional support and guidance.

You may also find more information about the SRDU team on our [TEA webpage](#).