

Region Summary Tables SPP/APR Indicators 1-14

Region: 18

Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	406	418	467
Special Ed Graduates	316	316	196
% Special Ed Graduates	77.8%	75.6%	42.0%
# of LEAs Meeting Target	31	28	N/A
% of LEAs Meeting Target	86.1%	77.8%	N/A
# of LEAs With 'N/A'	8	8	N/A

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with Individualized Education Programs (ages 14–21) who exited special education due to graduating with a regular high school diploma (identical to non-disabled peer requirements) in a single year. More information may be found at:

<https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	3,106	3,203	471
Special Ed Dropouts	98	81	86
% Special Ed Dropouts	3.2%	2.5%	18.3%
# of LEAs Meeting Target	30	27	N/A
% of LEAs Meeting Target	83.3%	75.0%	N/A
# of LEAs With 'N/A'	1	1	N/A

OSEP required an SPP measurement change in FFY 2020. It includes the percentage of youth with IEPs (ages 14-21) who exited special education due to dropping out in a single year. More information may be found at: <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

Region: 18

Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	732	---
	Regular assessment without accommodations	111	15.2%
	Regular assessment with accommodations	502	68.6%
	Alternate assessment against alternate achievement standards	93	12.7%
	Participants	706	96.5%
	Non-participants	26	3.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	616	---
	Regular assessment without accommodations	22	3.6%
	Regular assessment with accommodations	482	78.3%
	Alternate assessment against alternate achievement standards	82	13.3%
	Participants	586	95.1%
	Non-participants	30	4.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	665	---
	Regular assessment without accommodations	26	3.9%
	Regular assessment with accommodations	526	79.1%
	Alternate assessment against alternate achievement standards	63	9.5%
	Participants	615	92.5%
	Non-participants	50	7.5%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	734	---
	Regular assessment without accommodations	112	15.3%
	Regular assessment with accommodations	501	68.3%
	Alternate assessment against alternate achievement standards	94	12.8%
	Participants	707	96.3%
	Non-participants	27	3.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	619	---
	Regular assessment without accommodations	29	4.7%
	Regular assessment with accommodations	479	77.4%
	Alternate assessment against alternate achievement standards	82	13.3%
	Participants	590	95.3%
	Non-participants	29	4.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	805	---
	Regular assessment without accommodations	42	5.2%
	Regular assessment with accommodations	609	75.7%
	Alternate assessment against alternate achievement standards	61	7.6%
	Participants	712	88.5%
	Non-participants	93	11.6%
	LEAs Meeting Target	N/A	N/A

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Region: 18

Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	613	---
	Proficient or above regular assessment without accommodations	41	67.2%
	Proficient or above regular assessment with accommodations	20	32.8%
	Total Proficients	61	10.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	504	---
	Proficient or above regular assessment without accommodations	2	6.9%
	Proficient or above regular assessment with accommodations	27	93.1%
	Total Proficients	29	5.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	552	---
	Proficient or above regular assessment without accommodations	4	10.3%
	Proficient or above regular assessment with accommodations	35	89.7%
	Total Proficients	39	7.1%
	LEAs Meeting Target	N/A	N/A

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Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	613	---
	Proficient or above regular assessment without accommodations	41	75.9%
	Proficient or above regular assessment with accommodations	13	24.1%
	Total Proficients	54	8.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	508	---
	Proficient or above regular assessment without accommodations	6	16.7%
	Proficient or above regular assessment with accommodations	30	83.3%
	Total Proficients	36	7.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	651	---
	Proficient or above regular assessment without accommodations	12	36.4%
	Proficient or above regular assessment with accommodations	21	63.6%
	Total Proficients	33	5.1%
	LEAs Meeting Target	N/A	N/A

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Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	93	---
	Alternate assessment against alternate achievement standards	84	90.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	82	---
	Alternate assessment against alternate achievement standards	77	93.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	63	---
	Alternate assessment against alternate achievement standards	57	90.5%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	94	---
	Alternate assessment against alternate achievement standards	83	88.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	82	---
	Alternate assessment against alternate achievement standards	74	90.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	61	---
	Alternate assessment against alternate achievement standards	57	93.4%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 3D : Math Gap in Proficiency Rates - All Children vs Children with IEPs Math

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,052	32.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	61	10.0%
	Proficiency rate gap		22.4%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,441	33.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	29	5.8%
	Proficiency rate gap		28.1%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,938	29.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	7.1%
	Proficiency rate gap		22.2%
	LEAs Meeting Target	N/A	N/A

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Indicator 3D : Reading Gap in Proficiency Rates - All Children vs Children with IEPs Reading

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,869	29.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.8%
	Proficiency rate gap		20.7%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,426	36.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	7.1%
	Proficiency rate gap		29.5%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,817	35.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	5.1%
	Proficiency rate gap		30.1%
	LEAs Meeting Target	N/A	N/A

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Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	36	36	N/A
% of LEAs Meeting Target	100.0%	100.0%	N/A

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 4B : Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	36	36	36
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	6,796	---	8,019	---	8,166	---
Inside the regular class 80% or more of the day	4,929	72.5%	6,031	75.2%	6,142	75.2%
Inside the regular class less than 40% of the day	937	13.8%	1,052	13.1%	1,088	13.3%
In separate school, residential facility or homebound or hospital	34	0.5%	33	0.4%	25	0.3%
LEAs Meeting Target 5A	29	80.6%	32	88.9%	N/A	N/A
LEAs Meeting Target 5B	28	77.8%	28	77.8%	N/A	N/A
LEAs Meeting Target 5C	35	97.2%	35	97.2%	N/A	N/A

Indicator 5 reporting requirements for including 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	396	---
Attending REC & receiving majority of SPED services in a REC	116	29.3%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	76	19.2%
Receiving special education and related services in the home	6	1.5%
LEAs Meeting Target 6A	N/A	N/A
LEAs Meeting Target 6B	N/A	N/A
LEAs Meeting Target 6C	N/A	N/A

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021. Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 7A : Early Childhood Outcomes - Positive Social-Emotional Skills

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	9	2.7%	---	6	1.5%	---	7	2.1%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	22	6.5%	---	55	13.8%	---	41	12.2%	---
Improved functioning to reach a level nearer to same-aged peers	106	31.5%	---	105	26.3%	---	93	27.6%	---
Improved functioning to reach a level comparable to same-aged peers	139	41.2%	---	157	39.3%	---	144	42.7%	---
Maintained functioning at a level comparable to same-aged peers	61	18.1%	---	77	19.3%	---	52	15.4%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	88.8%	YES	---	81.1%	NO	---	83.2%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	59.3%	NO	---	58.5%	NO	---	58.2%	NO

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Indicator 7B : Early Childhood Outcomes – Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	10	3.0%	---	7	1.8%	---	4	1.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	29	8.6%	---	56	14.0%	---	37	11.0%	---
Improved functioning to reach a level nearer to same-aged peers	103	30.6%	---	105	26.3%	---	110	32.6%	---
Improved functioning to reach a level comparable to same-aged peers	151	44.8%	---	165	41.3%	---	139	41.3%	---
Maintained functioning at a level comparable to same-aged peers	44	13.1%	---	67	16.8%	---	47	14.0%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	86.7%	YES	---	81.1%	NO	---	85.9%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	57.9%	NO	---	58.0%	YES	---	55.2%	NO

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Indicator 7C : Early Childhood Outcomes – Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	7	2.1%	---	5	1.3%	---	5	1.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	22	6.5%	---	41	10.3%	---	29	8.6%	---
Improved functioning to reach a level nearer to same-aged peers	67	19.9%	---	62	15.5%	---	60	17.8%	---
Improved functioning to reach a level comparable to same-aged peers	138	40.9%	---	160	40.0%	---	142	42.1%	---
Maintained functioning at a level comparable to same-aged peers	103	30.6%	---	132	33.0%	---	101	30.0%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	87.6%	YES	---	82.8%	NO	---	85.6%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	71.5%	NO	---	73.0%	NO	---	72.1%	YES

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Indicator 8 : Parent Involvement

Parent Involvement	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services	75.9%	NO	81.3%	YES	81.1%	N/A

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

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Indicator 9 : Disproportionality - Racial & Ethnic Groups in Special Education & Related Services

Disproportionality - Racial & Ethnic Groups in Special Education & Related Services	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	0	0	2
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	36	36	36
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Indicator 10 : Disproportionality - Racial & Ethnic Groups in Specific Disability Categories

Disproportionality - Racial & Ethnic Groups in Specific Disability Categories	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	0	0	2
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	36	36	36
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Indicator 11 : Child Find

Child Find	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children for whom parental consent to evaluate was received	2,596	2,022	2,171
# of children whose evaluations completed within State established timeline	2,596	2,022	2,167
% of children whose evaluations completed within State established timeline	100.0%	100.0%	99.8%
# of LEAs Meeting Target	36	36	34
% of LEAs Meeting Target	100.0%	100.0%	94.4%

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children served in Part C & referred to Part B for eligibility determination	148	161	194
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	24	35	30
# found eligible & IEP developed & implemented by third birthday	103	102	133
# whose parent refusal caused delay in evaluation or initial services	20	23	30
# serviced in Part C less than 90 days before third birthday	1	1	1
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	100.0%
# of LEAs Meeting Target	36	36	36
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of youth with disabilities aged 16 & above	323	385	412
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	323	385	412
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	100.0%
# of LEAs Meeting Target	36	36	36
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2020-21) for All Indicators: 36

Indicator 14 : Post School Outcomes

Post School Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	7	11.9%	NO	10	12.7%	NO	20	25.0%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	32	54.2%	NO	48	60.8%	NO	42	52.5%	NO
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	38	64.4%	NO	52	65.8%	NO	50	62.5%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Indicator	FFY 2018 Target	FFY 2019 Target	FFY 2020 Target
1	88.5%	88.5%	NA
2	1.8%	1.8%	NA
3A Reading Grade 04	NA	NA	NA
3A Reading Grade 08	NA	NA	NA
3A Reading Grade HS	NA	NA	NA
3A Math Grade 04	NA	NA	NA
3A Math Grade 08	NA	NA	NA
3A Math Grade HS	NA	NA	NA
3B Reading Grade 04	NA	NA	NA
3B Reading Grade 08	NA	NA	NA
3B Reading Grade HS	NA	NA	NA
3B Math Grade 04	NA	NA	NA
3B Math Grade 08	NA	NA	NA
3B Math Grade HS	NA	NA	NA
3C Reading Grade 04	NA	NA	NA
3C Reading Grade 08	NA	NA	NA
3C Reading Grade HS	NA	NA	NA
3C Math Grade 04	NA	NA	NA
3C Math Grade 08	NA	NA	NA
3C Math Grade HS	NA	NA	NA
3D Reading Grade 04	NA	NA	NA
3D Reading Grade 08	NA	NA	NA
3D Reading Grade HS	NA	NA	NA
3D Math Grade 04	NA	NA	NA
3D Math Grade 08	NA	NA	NA
3D Math Grade HS	NA	NA	NA
4A	0.0%	0.0%	NA
4B	0.0%	0.0%	0.0%
5A	68.0%	68.0%	NA
5B	12.0%	12.0%	NA
5C	1.3%	1.3%	NA
6A	33.0%	33.0%	NA
6B	15.0%	15.0%	NA
6C	NA	NA	NA
7A1	85.0%	85.0%	85.0%
7A2	63.0%	63.0%	63.0%
7B1	85.0%	85.0%	84.0%
7B2	58.0%	58.0%	56.0%
7C1	85.0%	85.0%	84.0%

Indicator	FFY 2018 Target	FFY 2019 Target	FFY 2020 Target
7C2	74.0%	74.0%	71.0%
8	81.0%	81.0%	NA
9	0.0%	0.0%	0.0%
10	0.0%	0.0%	0.0%
11	100.0%	100.0%	100.0%
12	100.0%	100.0%	100.0%
13	100.0%	100.0%	100.0%
14A	30.0%	30.0%	30.0%
14B	63.0%	63.0%	63.0%
14C	80.0%	80.0%	80.0%