

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2020-21) for All Indicators: 1,208

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	29,582	31,537	33,429
Special Ed Graduates	23,033	24,575	14,966
% Special Ed Graduates	77.9%	77.9%	44.8%
# of LEAs Meeting Target	781	758	N/A
% of LEAs Meeting Target	64.8%	62.9%	N/A
# of LEAs With 'N/A'	213	200	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	229,241	241,106	33,560
Special Ed Dropouts	4,423	4,453	4,484
% Special Ed Dropouts	1.9%	1.8%	13.4%
# of LEAs Meeting Target	1,007	1,012	N/A
% of LEAs Meeting Target	83.5%	83.9%	N/A
# of LEAs With 'N/A'	54	48	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>

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Total Number of LEAs (2020-21) for All Indicators: 1,208

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	52,681	---
	Regular assessment without accommodations	6,303	12.0%
	Regular assessment with accommodations	35,128	66.7%
	Alternate assessment against alternate achievement standards	5,040	9.6%
	Participants	46,471	88.2%
	Non-participants	6,210	11.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	46,151	---
	Regular assessment without accommodations	3,753	8.1%
	Regular assessment with accommodations	29,513	64.0%
	Alternate assessment against alternate achievement standards	4,507	9.8%
	Participants	37,773	81.9%
	Non-participants	8,378	18.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	47,692	---
	Regular assessment without accommodations	4,168	8.7%
	Regular assessment with accommodations	31,942	67.0%
	Alternate assessment against alternate achievement standards	4,514	9.5%
	Participants	40,624	85.2%
	Non-participants	7,068	14.8%
	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: 1,208

Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	52,836	---
	Regular assessment without accommodations	6,547	12.4%
	Regular assessment with accommodations	34,821	65.9%
	Alternate assessment against alternate achievement standards	5,043	9.5%
	Participants	46,411	87.8%
	Non-participants	6,425	12.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	44,846	---
	Regular assessment without accommodations	3,148	7.0%
	Regular assessment with accommodations	28,514	63.6%
	Alternate assessment against alternate achievement standards	4,511	10.1%
	Participants	36,173	80.7%
	Non-participants	8,673	19.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	62,162	---
	Regular assessment without accommodations	4,571	7.4%
	Regular assessment with accommodations	37,114	59.7%
	Alternate assessment against alternate achievement standards	4,499	7.2%
	Participants	46,184	74.3%
	Non-participants	15,978	25.7%
	LEAs Meeting Target	N/A	N/A

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State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2020-21) for All Indicators: 1,208

Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	41,431	---
	Proficient or above regular assessment without accommodations	2,929	53.4%
	Proficient or above regular assessment with accommodations	2,561	46.7%
	Total Proficients	5,490	13.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	33,266	---
	Proficient or above regular assessment without accommodations	1,366	37.5%
	Proficient or above regular assessment with accommodations	2,281	62.5%
	Total Proficients	3,647	11.0%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	36,110	---
	Proficient or above regular assessment without accommodations	874	23.5%
	Proficient or above regular assessment with accommodations	2,839	76.5%
	Total Proficients	3,713	10.3%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 1,208

Indicator 3B : Reading Proficiency - Regular

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	41,360	---
	Proficient or above regular assessment without accommodations	2,825	57.7%
	Proficient or above regular assessment with accommodations	2,068	42.3%
	Total Proficients	4,893	11.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	31,658	---
	Proficient or above regular assessment without accommodations	1,191	37.5%
	Proficient or above regular assessment with accommodations	1,989	62.6%
	Total Proficients	3,180	10.0%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	41,655	---
	Proficient or above regular assessment without accommodations	1,247	28.6%
	Proficient or above regular assessment with accommodations	3,121	71.5%
	Total Proficients	4,368	10.5%
	LEAs Meeting Target	N/A	N/A

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Indicator 3C : Math Proficiency - Alternate

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	5,040	---
	Alternate assessment against alternate achievement standards	4,668	92.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	4,507	---
	Alternate assessment against alternate achievement standards	4,293	95.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	4,514	---
	Alternate assessment against alternate achievement standards	4,115	91.2%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 1,208

Indicator 3C : Reading Proficiency - Alternate

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	5,043	---
	Alternate assessment against alternate achievement standards	4,304	85.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	4,511	---
	Alternate assessment against alternate achievement standards	4,277	94.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	4,499	---
	Alternate assessment against alternate achievement standards	4,250	94.5%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 1,208

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

		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	115,723	34.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	5,490	13.3%
	Proficiency rate gap		20.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	178,310	43.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,647	11.0%
	Proficiency rate gap		32.7%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	137,404	36.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,713	10.3%
	Proficiency rate gap		26.7%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 1,208

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

		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	119,256	35.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	4,893	11.8%
	Proficiency rate gap		23.4%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	155,466	45.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,180	10.0%
	Proficiency rate gap		35.3%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	212,858	48.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	4,368	10.5%
	Proficiency rate gap		37.9%
	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	10
# of LEAs Meeting Target	1,206	1,206	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>

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	1	9
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	1,206	1,206	1,208
% 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>

Total Number of LEAs (2020-21) for All Indicators: 1,208

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	478,506	---	553,200	---	575,435	---
Inside the regular class 80% or more of the day	332,335	69.5%	392,967	71.0%	413,363	71.8%
Inside the regular class less than 40% of the day	71,192	14.9%	79,790	14.4%	80,945	14.1%
In separate school, residential facility or homebound or hospital	4,368	0.9%	4,651	0.8%	4,575	0.8%
LEAs Meeting Target 5A	834	69.2%	911	75.5%	N/A	N/A
LEAs Meeting Target 5B	734	60.9%	789	65.4%	N/A	N/A
LEAs Meeting Target 5C	1,081	89.6%	1,091	90.5%	N/A	N/A

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

Total Number of LEAs (2020-21) for All Indicators: 1,208

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	29,913	---
Attending REC & receiving majority of SPED services in a REC	8,092	27.1%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	7,689	25.7%
Receiving special education and related services in the home	255	0.9%
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.

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	136	0.6%	---	116	0.5%	---	170	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,614	11.7%	---	2,646	11.1%	---	2,821	12.1%	---
Improved functioning to reach a level nearer to same-aged peers	6,293	28.1%	---	6,798	28.4%	---	6,552	28.0%	---
Improved functioning to reach a level comparable to same-aged peers	8,537	38.1%	---	8,887	37.1%	---	8,891	38.0%	---
Maintained functioning at a level comparable to same-aged peers	4,830	21.6%	---	5,497	23.0%	---	4,962	21.2%	---
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	---	84.4%	NO	---	85.0%	YES	---	83.8%	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	---	59.6%	NO	---	60.1%	NO	---	59.2%	NO

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	142	0.6%	---	132	0.6%	---	159	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,793	12.5%	---	2,919	12.2%	---	3,085	13.2%	---
Improved functioning to reach a level nearer to same-aged peers	6,709	29.9%	---	7,122	29.8%	---	7,001	29.9%	---
Improved functioning to reach a level comparable to same-aged peers	8,993	40.1%	---	9,400	39.3%	---	9,264	39.6%	---
Maintained functioning at a level comparable to same-aged peers	3,766	16.8%	---	4,360	18.2%	---	3,886	16.6%	---
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	---	84.3%	NO	---	84.4%	NO	---	83.4%	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	---	57.0%	NO	---	57.5%	YES	---	56.2%	YES

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	154	0.7%	---	121	0.5%	---	174	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,115	9.4%	---	2,223	9.3%	---	2,301	9.8%	---
Improved functioning to reach a level nearer to same-aged peers	4,163	18.6%	---	4,325	18.1%	---	4,287	18.3%	---
Improved functioning to reach a level comparable to same-aged peers	8,404	37.5%	---	8,573	35.8%	---	8,727	37.3%	---
Maintained functioning at a level comparable to same-aged peers	7,568	33.8%	---	8,701	36.3%	---	7,909	33.8%	---
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	---	84.7%	NO	---	84.6%	YES	---	84.0%	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	---	71.3%	NO	---	72.1%	NO	---	71.1%	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	76.7%	NO	80.8%	YES	73.0%	N/A

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

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	12	15	20
# 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	1,206	1,206	1,208
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2020-21) for All Indicators: 1,208

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	12	16	102
# 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	1,206	1,206	1,208
% 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>

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	138,593	104,803	114,775
# of children whose evaluations completed within State established timeline	137,282	104,399	107,370
% of children whose evaluations completed within State established timeline	99.1%	99.6%	93.5%
# of LEAs Meeting Target	1,132	1,155	1,047
% of LEAs Meeting Target	93.9%	95.8%	86.7%

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	12,293	10,501	11,304
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	1,493	1,176	999
# found eligible & IEP developed & implemented by third birthday	9,601	8,158	8,113
# whose parent refusal caused delay in evaluation or initial services	779	758	1,073
# serviced in Part C less than 90 days before third birthday	369	324	439
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.5%	99.0%	92.3%
# of LEAs Meeting Target	1,193	1,181	1,154
% of LEAs Meeting Target	98.9%	97.9%	95.5%

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	22,919	23,694	24,936
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	22,756	23,631	24,910
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.3%	99.7%	99.9%
# of LEAs Meeting Target	1,191	1,196	1,195
% of LEAs Meeting Target	98.8%	99.2%	98.9%

Total Number of LEAs (2020-21) for All Indicators: 1,208

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	604	16.4%	NO	1,223	19.5%	NO	1,718	23.8%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	1,887	51.1%	NO	3,181	50.8%	NO	3,859	53.4%	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	2,352	63.7%	NO	4,000	63.9%	NO	4,665	64.6%	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%