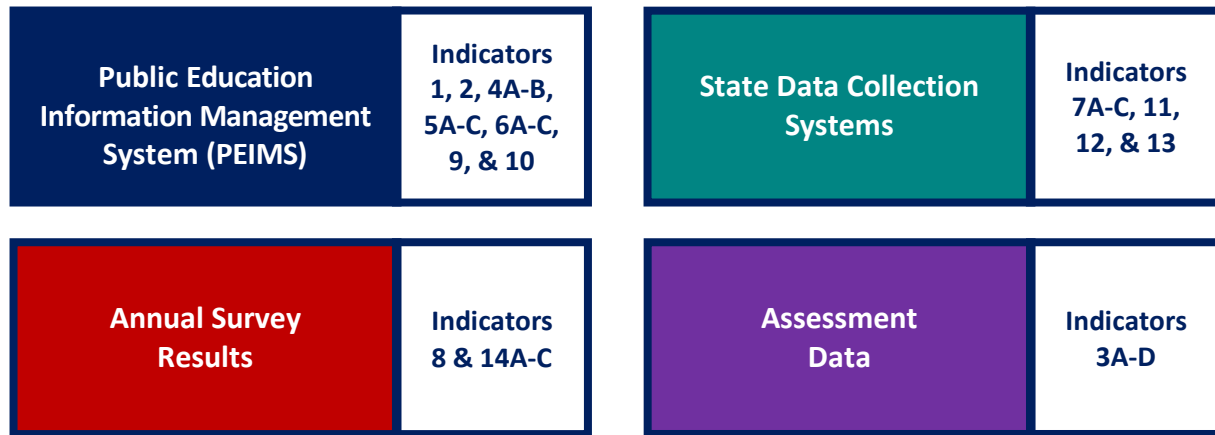


About the 2024 LEA State Performance Plan Indicators Report

In accordance with IDEA 2004 statute Section 616(b)(2)(C)(i)(II), states are required to publicly report local educational agency (LEA) performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency (TEA) produces a [District Profile of State Performance Plan Indicators](#) report for each LEA in the state. This report reflects the LEA’s performance against the state targets for SPP Indicators 1-14 for a given year.

Data Sources

TEA draws on a variety of data sources to compile this *District Profile*, including information from the Public Education Information Management System (PEIMS), state data collection systems, annual survey results, and the statewide assessment program.

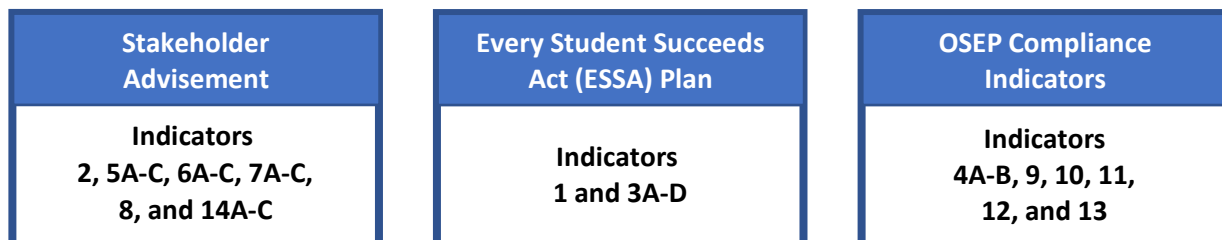


Targets

TEA sets the state targets for Indicators 2, 5A-C, 6A-C, 7A-C, 8, and 14A-C with advisement from specified stakeholder groups.

The state targets for Indicators 1 and 3A-D reflect established targets under the State’s Every Student Succeeds Act (ESSA) plan.

The state targets for Indicators 4A-B, 9, 10, 11, 12, and 13 are compliance in nature and set by the U.S. Department of Education (USDE) Office of Special Education Programs (OSEP) at either 0% noncompliance identified (Indicators 4A-B, 9 and 10) or 100% compliance identified (Indicators 11, 12, and 13).



The methodologies for each of these indicators for the given year are available on each Indicator’s webpage. Links to the indicator webpages can be found on the [State Performance Plan Indicator](#) webpage.

Reading the Report

Areas marked as “N/A” within the “LEA Rate” and/or the “Performance Against the State Target” columns are due to one or more of the following conditions:

- LEAs did not meet the minimum N size for reporting in given indicator
- not analyzed due to data availability
- LEAs reported zero counts in the numerator and denominator in given indicator

Indicator Measurements

Indicator	Measurement
1 Graduation	Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma.
2 Dropout	Percent of youth with IEPs who exit special education due to dropping out.
3A Statewide Assessment Participation	Participation rate for children with IEPs.
3B Statewide Assessment Proficiency	Proficiency rate for children with IEPs against grade level academic achievement standards.
3C Statewide Assessment Proficiency	Proficiency rate for children with IEPs against alternate academic achievement standards.
3D Statewide Assessment Gap in Proficiency Rates	Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards.
4A Suspension and Expulsion	Percent of LEAs that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
4B Suspension and Expulsion	Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

5A Education Environments, School Age	Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.
5B Education Environments, School Age	Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.
5C Education Environments, School Age	Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.
6A Preschool Environments	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
6B Preschool Environments	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility.
6C Preschool Environments	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program receiving special education and related services in the home.
7A Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).
7B Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy).
7C Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.
8 Parent Involvement	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
9 Disproportionate Representation in Special Education	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

10 Disproportionate Representation in Disability Categories	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
11 Timely Initial Evaluation (Child Find)	Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. ¹
12 Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
13 Secondary Transition	<p>Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate, measurable, postsecondary goals that are annually updated and based on an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student's transition service needs.</p> <p>There also must be evidence that the student was invited to the admission, review, and dismissal (ARD) committee meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the ARD meeting with prior consent of the parent or student who has reached the age of majority.</p>
14A Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.
14B Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.
14C Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were 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.

¹ Texas Administrative Code §89.1011 establishes a State evaluation timeframe.