

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	88.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	76.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.1%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.7%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	4.5%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	22.7%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **08**  
County District No **172902**

District **DAINGERFIELD-LONE STAR ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	84.6%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	73.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	15.4%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	3.8%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	8.3%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **056901**  
District **DALHART ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	51.5%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	100%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	24.2%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	91.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	94.0%	NO		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057804**

District **DALLAS CAN ACADEMY CHARTER**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	100%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	66.5%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	78.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	19.9%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	12.7%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	30.1%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057905**  
District **DALLAS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		NO	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	81.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	64.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

District

Region **04**  
County District No **020910**  
**DAMON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	81.1%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	5.4%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	2.7%	NO
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	28.6%	NO
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	53.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **020904**  
District **DANBURY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	80.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **148905**  
District **DARROUZETT ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	83.3%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	75.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	16.7%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	18.2%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **175904**  
District **DAWSON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	91.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **17**  
County District No **058902**  
District **DAWSON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.0%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	62.4%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	10.0%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	14.0%	NO
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.9%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	30.0%	YES
	≥ 95%	98%	YES	99.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **146902**  
District **DAYTON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	75.0%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	61.2%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	12.5%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	14.3%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	42.9%	YES
	≥ 95%	98%	YES	97.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **14**  
County District No **047902**  
District **DE LEON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	88.5%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	67.5%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.8%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.6%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.4%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	25.8%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **249905**  
District **DECATUR ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	86.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	75.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	4.8%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.3%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.7%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	54.8%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	20.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **101908**  
District **DEER PARK ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	87.5%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	56.1%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **08**  
County District No **019901**  
District **DEKALB ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	82.4%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	63.3%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	7.7%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.3%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	17.6%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **227910**  
District **DEL VALLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		NO
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		NO	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	100%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **19**  
County District No **115903**  
District **DELL CITY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	88.6%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	51.4%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.3%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	47.0%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **091903**  
District **DENISON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.5%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	77.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.6%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.8%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	40.8%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	3.5%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **061901**  
District **DENTON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	86.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.9%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	21.4%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	21.4%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	46.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **17**  
County District No **251901**  
District **DENVER CITY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	68.1%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	55.5%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	15.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	16.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	83.1%	YES
	≥ 95%	98%	YES	97.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057906**  
District **DESOTO ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	58.0%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	5.8%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	61.5%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **08**  
County District No **194905**  
District **DETROIT ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	75.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	67.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **146903**  
District **DEVERS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	80.9%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	10.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.3%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.6%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	73.7%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	10.5%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **163901**  
District **DEVINE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	37.5%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	25.0%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **081906**  
District **DEW ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	74.1%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.4%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	33.3%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **05**  
County District No **176903**  
District **DEWEYVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	57.6%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **163902**  
District **D'HANIS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	93.8%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	82.1%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	6.3%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	50.0%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	40.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **003905**  
District **DIBOLL ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	67.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	7.3%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	22.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.1%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	3.1%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	36.5%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **084901**  
District **DICKINSON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	60.5%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	19.7%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **082902**  
District **DILLEY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	86.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **144903**  
District **DIME BOX ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	75.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	63.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.1%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **035901**  
District **DIMMITT ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	N/A	N/A
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	N/A	N/A
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	N/A	N/A
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	N/A	N/A	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	N/A	N/A		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

District

Region **20**  
County District No **133905**  
**DIVIDE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	69.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.5%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **074904**  
District **DODD CITY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	64.4%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	76.7%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	20.8%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	16.3%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	1.3%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	10.4%	NO
	≥ 95%	98%	YES	96.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	33.3%	NO
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	53.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **01**  
County District No **108902**  
District **DONNA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	50.0%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	50.0%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	73.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	2.7%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	40.0%	YES
	≥ 95%	98%	YES	96.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	60.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **174911**  
District **DOUGLASS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	100%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	66.7%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **02**  
County District No **178801**

District **DR M L GARZA-GONZALEZ CHARTER SCHOOL**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	100%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	93.3%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	73.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.3%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.3%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.8%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	3.3%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	21.3%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **105904**

District **DRIPPING SPRINGS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	55.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	5.6%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **02**  
County District No **178905**  
District **DRISCOLL ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.7%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	80.9%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	12.5%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **072902**  
District **DUBLIN ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	96.2%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	75.1%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.6%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	22.5%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	2.5%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **171901**  
District **DUMAS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	75.5%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	57.4%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	16.7%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.3%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.4%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	2.0%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	24.5%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057907**  
District **DUNCANVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.4%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	63.9%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	1.1%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.5%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.8%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	18.2%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	18.8%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **220918**

District **EAGLE MT-SAGINAW ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	68.4%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	61.9%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	17.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	45.9%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	17.1%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **159901**  
District **EAGLE PASS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	74.0%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	61.8%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	15.9%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	4.0%	NO
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	33.3%	YES
	≥ 95%	98%	YES	98.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	22.8%	NO
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

District

Region **13**  
County District No **227909**  
**EANES ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	55.5%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	6.7%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	44.4%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	22.2%	NO
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **15**  
County District No **025909**  
District **EARLY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	63.2%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	20.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.0%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	93.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **03**  
County District No **241902**  
District **EAST BERNARD ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	75.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	83.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.1%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.8%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	81.4%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.7%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **015911**  
District **EAST CENTRAL ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	48.1%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	75.0%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	6.3%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **05**  
County District No **036903**  
District **EAST CHAMBERS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	90.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **220811**

District **EAST FORT WORTH MONTESSORI ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.7%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	100%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.3%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **092801**

District **EAST TEXAS CHARTER SCHOOLS**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	66.7%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	71.6%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	20.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.8%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	33.3%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	16.7%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **14**  
County District No **067903**  
District **EASTLAND ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	68.3%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	67.2%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	24.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.4%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	56.8%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	11.5%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		NO	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	50.0%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **074905**  
District **ECTOR ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	59.7%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	10.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	24.6%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	2.0%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	42.9%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	2.9%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **01**  
County District No **108903**  
District **EDCOUCH-ELSA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	65.0%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	15.0%	NO
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	66.7%	NO
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

District

Region **15**  
County District No **048901**  
**EDEN CISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	88.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **227803**

District **EDEN PARK ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	60.0%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	9.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	3.0%	NO
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	98.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	66.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **234903**  
District **EDGEWOOD ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	67.2%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	72.9%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.1%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.5%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	32.0%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.8%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **015905**  
District **EDGEWOOD ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	78.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	58.8%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	16.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	2.4%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	25.9%	NO
	≥ 95%	98%	YES	97.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	14.5%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **01**  
County District No **108904**  
District **EDINBURG CISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	77.8%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	68.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.6%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	53.3%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **03**  
County District No **120901**  
District **EDNA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	53.3%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	6.7%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	93.0%	NO		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11, 12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	100%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	20.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **05**  
County District No **123805**

District **EHRHART SCHOOL**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	88.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	56.4%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	17.4%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	2.1%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	11.5%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	40.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **03**  
County District No **241903**  
District **EL CAMPO ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	60.0%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	100%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	26.7%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	94.0%	NO	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **19**  
County District No **071804**  
District **EL PASO ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	66.7%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	71.2%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	18.0%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	17.9%	NO
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.5%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	42.4%	YES
	≥ 95%	98%	YES	98.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	11.8%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **19**  
County District No **071902**  
District **EL PASO ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		NO	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	80.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **09**  
County District No **243902**  
District **ELECTRA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	82.8%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	79.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	10.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.7%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	53.1%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **011902**  
District **ELGIN ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	62.5%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.4%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	33.3%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **001903**  
District **ELKHART ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	51.4%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	2.9%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **102906**  
District **ELYSIAN FIELDS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	92.6%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	60.0%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	1.9%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.1%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	18.3%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	26.8%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **070903**  
District **ENNIS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	53.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	17.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	79.0%	YES						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **049906**  
District **ERA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	66.7%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	91.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	33.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	86.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **072802**

District **ERATH EXCELS ACADEMY INC**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	76.5%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	17.6%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	66.7%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **174910**  
District **ETOILE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	74.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.3%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **14**  
County District No **030906**  
District **EULA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	92.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	51.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.2%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	9.1%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	18.2%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **107905**  
District **EUSTACE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	82.9%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	17.1%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	96.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	96.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	61.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **05**  
County District No **121906**  
District **EVADALE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	85.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	93.0%	NO		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **050901**  
District **EVANT ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.2%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	72.3%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	7.4%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.1%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	14.6%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	19.5%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **220904**  
District **EVERMAN ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	66.7%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	98.5%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	19.4%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	92.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	14.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	93.9%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	100%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	6.1%	NO
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	93.0%	NO	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	96.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **101811**  
District **EXCEL ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	100%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	0.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **01**  
County District No **108809**

District **EXCELLENCE IN LEADERSHIP ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	90.9%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.1%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **210906**  
District **EXCELSIOR ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	100%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

District

Region **03**  
County District No **143906**  
**EZZELL ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	83.3%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	62.8%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.6%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	10.0%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **19**  
County District No **071903**  
District **FABENS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	94.4%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	76.3%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	5.3%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **081902**  
District **FAIRFIELD ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	81.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	28.6%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	42.9%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	83.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	16.7%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **101867**  
**FALLBROOK COLLEGE PREPARATORY**  
ACADEMY  
District \_\_\_\_\_

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES		Due to small numbers, district level data are not reported
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES		Due to small numbers, district level data are not reported
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO		Due to small numbers, district level data are not reported

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	92.6%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	61.5%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.4%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	50.0%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	95.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **08**  
County District No **060914**  
District **FANNINDEL ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	72.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.4%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	80.0%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **043904**  
District **FARMERSVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	78.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	3.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	96.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	42.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **185902**  
District **FARWELL ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	73.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **075906**  
District **FAYETTEVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	96.2%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	55.2%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.2%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	52.4%	YES
	≥ 95%	98%	YES	96.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	33.3%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **070905**  
District **FERRIS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	61.1%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.4%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	16.7%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **075901**  
District **FLATONIA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	88.9%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	59.3%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	9.3%	YES
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	28.6%	NO
	≥ 95%	98%	YES	99.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **246902**  
District **FLORENCE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	76.9%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	70.9%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	20.5%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	10.7%	NO
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	1.1%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	27.3%	NO
	≥ 95%	98%	YES	99.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	11.4%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	56.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **247901**  
District **FLORESVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	87.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	74.1%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.0%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	54.5%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	9.1%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **02**  
County District No **178914**  
District **FLOUR BLUFF ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	68.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	3.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.5%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **17**  
County District No **077901**  
District **FLOYDADA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	99.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057817**

District **FOCUS LEARNING ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	91.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **148902**  
District **FOLLETT ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	94.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	94.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **09**  
County District No **169910**

District **FORESTBURG ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	94.4%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	67.3%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.8%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.7%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.3%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	11.4%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	20.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **129902**  
District **FORNEY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	85.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	4.9%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	97.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **18**  
County District No **114904**

District **FORSAN ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	72.9%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	44.8%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.8%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	24.7%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	27.1%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	27.3%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **079907**  
District **FORT BEND ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		NO
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	77.3%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	74.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.7%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	88.0%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **18**  
County District No **186902**  
District **FORT STOCKTON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	100%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	41.7%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	98.6%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	33.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	90.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	95.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **220804**

District **FORT WORTH CAN ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	55.9%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	72.4%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	26.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	13.4%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	3.2%	NO
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	42.0%	YES
	≥ 95%	98%	YES	98.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	21.2%	NO
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	43.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		NO	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	87.5%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	87.7%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	12.5%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	4.9%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **06**  
County District No **198903**  
District **FRANKLIN ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	46.1%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.2%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	20.0%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	40.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **001904**  
District **FRANKSTON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	92.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	59.9%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.4%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	41.7%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	25.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **086901**  
District **FREDERICKSBURG ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	81.5%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	6.2%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **02**  
County District No **066903**  
District **FREER ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	86.1%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	62.1%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.6%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.6%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	10.1%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	8.7%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **17**  
County District No **152907**  
District **FRENSHIP ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.5%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	79.6%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.7%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.5%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	22.2%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	74.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **084911**  
District **FRIENDSWOOD ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	62.4%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	1.1%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	97.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	80.0%	YES							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **185903**  
District **FRIONA ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.4%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	73.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	1.6%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.6%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	20.7%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	22.5%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **043905**  
District **FRISCO ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	100%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	66.7%	YES
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **175905**  
District **FROST ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	52.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	2.6%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	7.9%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	33.3%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **234909**  
District **FRUITVALE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	87.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	4.9%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **18**  
County District No **122901**  
District **FT DAVIS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	95.5%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **19**  
County District No **115901**  
District **FT HANCOCK ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.7%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	73.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	20.1%	NO
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	1.9%	NO
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	66.7%	YES
	≥ 95%	98%	YES	99.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	19.0%	NO
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **20**  
County District No **015914**  
District **FT SAM HOUSTON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	88.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	55.3%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	4.6%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.5%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	35.7%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	42.9%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **049901**  
District **GAINESVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.6%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	62.2%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	6.5%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.2%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	2.8%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	21.3%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **101910**  
District **GALENA PARK ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	53.1%	NO	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	55.6%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	28.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	20.1%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.2%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	81.8%	YES
	≥ 95%	98%	YES	99.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **084902**  
District **GALVESTON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	62.5%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	2.1%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	66.7%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	96.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **03**  
County District No **120902**  
District **GANADO ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	76.3%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	66.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.1%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.0%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.3%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	33.0%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	6.8%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057909**  
District **GARLAND ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	41.7%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	25.0%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **184911**  
District **GARNER ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	78.1%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	18.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	75.0%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	25.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **174903**  
District **GARRISON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	75.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	79.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **183904**  
District **GARY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.3%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	65.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.2%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	57.1%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	4.8%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **050902**  
District **GATESVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	94.1%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	100%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	97.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **01**  
County District No **240801**

District **GATEWAY ACADEMY CHARTER DISTRICT**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	51.9%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	100%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.7%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057831**

District **GATEWAY CHARTER ACADEMY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	90.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **06**  
County District No **166902**  
District **GAUSE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	89.3%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.7%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	95.5%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	2.3%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	93.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	92.0%	NO		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **101804**

District **GEORGE I SANCHEZ CHARTER**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	68.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	20.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.3%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **02**  
County District No **149901**  
District **GEORGE WEST ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	87.5%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	65.2%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.2%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.8%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	39.3%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **246904**  
District **GEORGETOWN ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	93.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **161925**  
District **GHOLSON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	33.3%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	73.1%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.9%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	23.8%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **144901**  
District **GIDDINGS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	58.4%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	16.2%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	20.8%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	25.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **230902**  
District **GILMER ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	56.9%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	1.4%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.4%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.7%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	39.4%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.6%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	16.5%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	15.2%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	5.0%	NO
	≥ 95%	98%	YES	78.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	30.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	80.0%	NO		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **07**  
County District No **092901**  
District **GLADEWATER ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	94.1%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	77.0%	YES							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **18**  
County District No **087901**

District **GLASSCOCK COUNTY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	82.4%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	76.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.9%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.2%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	63.2%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	36.8%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **213901**  
District **GLEN ROSE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	52.2%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.7%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.6%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	50.0%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	27.3%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **126911**  
District **GODLEY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	66.7%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	5.6%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **09**  
County District No **169906**  
District **GOLD BURG ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	78.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	70.6%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **167901**  
District **GOLDTHWAITE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	68.9%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.9%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	5.0%	NO
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	10.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **03**  
County District No **088902**  
District **GOLIAD ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	44.9%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	17.3%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	48.0%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **089901**  
District **GONZALES ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	78.6%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	14.3%	NO
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	7.1%	NO
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **06**  
County District No **187903**  
District **GOODRICH ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	82.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	68.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.8%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.5%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.3%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	17.8%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	20.2%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **04**  
County District No **101911**  
District **GOOSE CREEK CISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	85.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	5.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	94.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **182901**  
District **GORDON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	40.6%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.5%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	95.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	57.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **14**  
County District No **067904**  
District **GORMAN ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	81.8%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	9.1%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	67.0%	NO							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **18**  
County District No **156905**  
District **GRADY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	56.0%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.0%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	4.0%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	65.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **182902**  
District **GRAFORD ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	79.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.8%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	8.6%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **09**  
County District No **252901**  
District **GRAHAM ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.8%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	76.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.8%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.8%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.4%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	16.2%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	25.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **111901**  
District **GRANBURY ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	77.7%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	71.3%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	12.9%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	16.0%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.4%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	4.3%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	19.2%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **057910**  
District **GRAND PRAIRIE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	81.8%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	58.9%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.1%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.2%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	11.1%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	40.0%	YES
	≥ 95%	98%	YES	93.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	43.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	71.4%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.1%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	55.0%	NO						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	92.9%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	52.2%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	17.8%	NO
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	81.8%	YES
	≥ 95%	98%	YES	99.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
	≥ 75%	56%	NO	79.0%	YES							
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **126904**  
District **GRANDVIEW ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	N/A	N/A	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	N/A	N/A
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	N/A	N/A	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	N/A	N/A
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	N/A	N/A
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	N/A	N/A	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	N/A	N/A		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **090905**

District **GRANDVIEW-HOPKINS ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.0%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	55.3%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	20.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	5.3%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	97.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	86.0%	YES						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **13**  
County District No **246905**  
District **GRANGER ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	72.3%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	41.2%	YES
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	52.9%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **15**  
County District No **226907**  
District **GRAPE CREEK ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	85.7%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	77.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.3%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	2.3%	YES
3A: Percent of districts that have a disability subgroup that meets the State’s minimum “n” size (50) that meet the State’s AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **06**  
County District No **113902**  
District **GRAPELAND ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	74.2%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	69.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	8.1%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.3%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.4%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	34.0%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	21.0%	NO
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **11**  
County District No **220906**

District **GRAPEVINE-COLLEYVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.3%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	51.2%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.7%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	16.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.2%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	14.6%	NO
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	99.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **116905**  
District **GREENVILLE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	71.4%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	80.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.3%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	5.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	76.9%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

#### About the 2014 District Profile of State Performance Plan Indicators Report

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	79.2%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	62.9%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	16.7%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	10.4%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.5%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	7.7%	NO
	≥ 95%	98%	YES	98.0%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **02**  
County District No **205902**

District **GREGORY-PORTLAND ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	81.8%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	65.1%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.1%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.9%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		NO	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.5%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	7.7%	NO
	≥ 95%	98%	YES	99.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **12**  
County District No **147902**  
District **GROESBECK ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	0.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	77.8%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.1%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES		Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

District

Region **16**  
County District No **033901**  
**GROOM ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	75.0%	NO	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	62.5%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	25.0%	NO	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	16.7%	NO
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	98.0%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	98.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **06**  
County District No **228901**  
District **GROVETON ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	91.2%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	0.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		YES	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.0%	YES
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	100%	YES
	≥ 95%	98%	YES	94.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	97.0%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **16**  
County District No **098901**  
District **GRUVER ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.9%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	66.7%	NO
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.1%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.5%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	66.7%	YES
	≥ 95%	98%	YES	100%	YES	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
	≥ 75%	56%	NO	75.0%	YES						
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **10**  
County District No **091917**  
District **GUNTER ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>1:</b> Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	<b>5A:</b> Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day	≥ 68%	66%	NO	85.0%	YES
<b>2:</b> Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	<b>5B:</b> Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.0%	YES
<b>3A:</b> Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	<b>5C:</b> Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	5.0%	NO
<b>3B:</b> Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	<b>6A:</b> Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).	≥ 30%	31%	YES	0.0%	NO
	≥ 95%	98%	YES	94.0%	NO	<b>6B:</b> Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility	≤ 17%	17%	YES	0.0%	YES
	Math	Math	Math	Math	Math	<b>7A:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported
	≥ 95%	99%	YES	94.0%	NO		Summary Statement 2	≥ 61%	61.8%	YES	
<b>3C:</b> Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	<b>7B:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES	
<b>4A:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	<b>7C:</b> Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported
							Summary Statement 2	≥ 72%	73.2%	YES	
<b>4B:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	<b>8:</b> 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	≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

District

Region **14**  
County District No **047903**  
**GUSTINE ISD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators		State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	100%	YES	5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day		≥ 68%	66%	NO	100%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	0.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	0.0%	YES
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AMO objectives for progress for disability subgroup	100%	14.3%	NO		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	0.0%	YES
3B: Participation rate for children with IEPs	Reading	Reading	Reading	Reading	Reading	6A: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b).		≥ 30%	31%	YES	N/A	N/A
	≥ 95%	98%	YES	100%	YES	6B: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility		≤ 17%	17%	YES	N/A	N/A
	Math	Math	Math	Math	Math	7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relationships)	Summary Statement 1	≥ 79%	81.7%	YES	Due to small numbers, district level data are not reported	
	≥ 95%	99%	YES	100%	YES		Summary Statement 2	≥ 61%	61.8%	YES		
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading	Reading	Reading	Reading	Reading	7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Summary Statement 1	≥ 80%	81.2%	YES	Due to small numbers, district level data are not reported	
	Math	Math	Math	Math	Math		Summary Statement 2	≥ 57%	58.9%	YES		
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs	0%	0%	YES		YES	7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Summary Statement 1	≥ 81%	82.7%	YES	Due to small numbers, district level data are not reported	
							Summary Statement 2	≥ 72%	73.2%	YES		
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	0%	0%	YES		YES	8: 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		≥ 76%	77.6%	YES	Due to small numbers, district level data are not reported	

For information about the State Performance Plan/  
Annual Performance Report, Public Reporting, Targets, visit:  
<http://www.tea.state.tx.us/special.ed/>

**Texas Education Agency | Federal and State Education Policy**  
2014 Local Educational Agency (LEA) Profile  
of Performance on State Performance Plan Indicator Targets  
Federal Fiscal Year 2012 (2012-13)

Region **17**  
County District No **135001**  
District **GUTHRIE CSD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
<b>9:</b> Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification	0%	0%	YES		YES	<b>13:</b> Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon 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 services needs	100%	99.3%	NO		YES
<b>10:</b> Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%	YES		YES	<b>14A:</b> 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.	≥ 25%	27%	YES	Due to small numbers, district level data are not reported	
<b>11:</b> 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	100%	98.6%	NO		YES	<b>14B:</b> 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	≥ 57%	59%	YES	Due to small numbers, district level data are not reported	
<b>12:</b> 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 birthdays	100%	99.7%	NO		YES	<b>14B:</b> 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.	≥ 72%	69%	NO	Due to small numbers, district level data are not reported	

**About the 2014 District Profile of State Performance Plan Indicators Report**

In accordance with IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publicly report district performance against the state targets in the State Performance Plan (SPP). Each spring, the Texas Education Agency produces a **District Profile of State Performance Plan Indicators Report** for each district in the state. This report reflects the district's performance against the state target for SPP Indicators 1-14 for a given year. The TEA draws on a variety of data sources to compile this *District Profile*, including information from Public Education Information Management System (PEIMS) for Indicators 1, 2, 4A-B, 5A-C, 6, 9 and 10; the assessment data for Indicators 3A-C, annual survey results for Indicators 8 and 14A-C; and state data collection systems for Indicators 7A-C, 11, 12, and 13.

The state targets for Indicators 2, 3A, 4A, 5A-C, 6, 7A-C, 8, and 14A-C are set by the Texas Education Agency with advisement from the Texas Steering Committee. The state targets for indicators 1, 3B-C reflect established targets under the approved conditional No Child Left Behind (NCLB) waiver for specific provisions. The state targets for Indicators 4B, 9, 10, 11, 12, and 13 are compliance in nature and set by the US Department of Education Office of Special Education Programs at either 0% noncompliance identified (Indicators 4B, 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 the TEA website at <http://www.tea.state.tx.us/special.ed/>.

**Note:** Areas which are grayed out under the "LEA Rate" column for Indicators 3A, 4A-B, 9, 10, 11,12, and 13 reflect that specific LEA data are not reported, only the status of LEA performance against the state target. Due to small numbers for Indicator 7A-C, 8, and 14A-C, district level data are not publicly reported. Districts that did not meet the minimum N size (50) for reporting in a given indicator, or were not analyzed due to data availability, are designated with N/A in the "LEA Rate" and/or "LEA Met State Target?" column.