

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	80.7%	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	5.3%	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	0.0%	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

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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 **095903**
District **HALE CENTER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	92.3%	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	68.9%	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	11.7%	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	1.0%	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	14.3%	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	14.3%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **03**
County District No **143901**
District **HALLETTSVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	87.5%	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	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	71.0%	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

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Region **12**
County District No **161924**
District **HALLSBURG 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.9%	YES	5B: 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
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	8.6%	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	17.1%	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	
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Region **07**
County District No **102904**
District **HALLSVILLE ISD**

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10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
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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	80.0%	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	63.5%	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	9.5%	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	70.6%	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	

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Federal Fiscal Year 2012 (2012-13)

Region **12**
County District No **097902**
District **HAMILTON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	95.2%	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	4.8%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **14**
County District No **127903**
District **HAMLIN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	16.4%	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		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	1.8%	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	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	
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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	

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Federal Fiscal Year 2012 (2012-13)

Region **05**
County District No **123914**

District **HAMSHIRE-FANNETT 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	5.0%	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		
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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	

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Region **16**
County District No **219901**
District **HAPPY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	88.8%	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	6.3%	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		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	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **04**
County District No **146904**
District **HARDIN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	82.4%	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	71.2%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.8%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.0%	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	0.8%	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	75.0%	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	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **05**
County District No **100905**

District **HARDIN-JEFFERSON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	71.2%	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	79.6%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	15.3%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	13.3%	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	2.8%	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	19.7%	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	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	38.0%	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **20**
County District No **015904**
District **HARLANDALE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	83.3%	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	83.3%	YES
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	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	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **07**
County District No **102905**
District **HARLETON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	71.7%	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	59.4%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	14.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	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		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	16.2%	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	1.0%	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	

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Region **01**
County District No **031903**
District **HARLINGEN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	72.2%	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	11.1%	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		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	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	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	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

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Texas Education Agency | Federal and State Education Policy
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Region **07**
County District No **230905**
District **HARMONY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	88.7%	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	1.5%	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	59.0%	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

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Region **04**
County District No **101858**

District **HARMONY SCHOOL OF EXCELLENCE**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	84.4%	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	3.1%	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	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

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Region **04**
County District No **101862**

District **HARMONY SCHOOL OF SCIENCE - HOUSTON**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	81.8%	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	3.4%	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		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	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	

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Region **19**
County District No **071806**

District **HARMONY SCIENCE ACAD (EL PASO)**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	61.7%	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	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		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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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		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
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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

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Region **17**
County District No **152805**

District **HARMONY SCIENCE ACAD (LUBBOCK)**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	79.6%	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	1.9%	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

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Region **20**
County District No **015828**

District **HARMONY SCIENCE ACAD (SAN ANTONIO)**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	86.5%	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	1.9%	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	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	
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	

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Region **12**
County District No **161807**

District **HARMONY SCIENCE ACAD (WACO)**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	70.3%	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	8.6%	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	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	

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	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
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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
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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

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Region **01**
County District No **031803**

District **HARMONY SCIENCE ACADEMY - BROWNSVILLE**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	85.5%	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	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **227816**

District **HARMONY SCIENCE ACADEMY (AUSTIN)**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	9.2%	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	50.0%	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	12.5%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **086902**
District **HARPER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	64.3%	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	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	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	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	83.0%	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

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **09**
County District No **244901**
District **HARROLD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	73.7%	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	16.7%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **16**
County District No **035902**
District **HART 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	80.0%	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	10.0%	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	

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Region **16**
County District No **103902**
District **HARTLEY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	5.0%	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	
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

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Texas Education Agency | Federal and State Education Policy
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Region **08**
County District No **225907**
District **HARTS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	73.2%	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	8.9%	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	83.3%	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	

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Region **14**
County District No **104901**
District **HASKELL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	85.7%	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		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	14.3%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **07**
County District No **250902**
District **HAWKINS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	86.2%	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	4.6%	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	

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Region **14**
County District No **127904**
District **HAWLEY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	82.0%	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	66.3%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	8.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	9.8%	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	0.2%	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	16.5%	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	15.2%	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	

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Region **13**
County District No **105906**
District **HAYS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	83.3%	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	82.4%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.6%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.4%	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	2.3%	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	50.0%	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	12.5%	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	50.0%	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	

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District

Region **06**
County District No **198905**
HEARNE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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		
	≥ 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	

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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **16**
County District No **065902**
District **HEDLEY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	80.0%	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	73.6%	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	16.1%	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	0.0%	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	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **07**
County District No **202903**
District **HEMPHILL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	96.2%	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	67.4%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.8%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	18.1%	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	0.0%	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

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **04**
County District No **237902**
District **HEMPSTEAD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	97.1%	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	71.4%	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	18.4%	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		YES	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.4%	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	30.4%	YES
	≥ 95%	98%	YES	95.0%	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	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	
	≥ 75%	56%	NO	60.0%	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

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Region **07**
County District No **201902**
District **HENDERSON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	92.3%	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	61.2%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	7.7%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	4.7%	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	42.9%	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/
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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 **039902**
District **HENRIETTA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	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	

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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 **015833**
HENRY FORD ACADEMY ALAMEDA SCHOOL FOR
District **ART + DESIGN**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	84.4%	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	62.8%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.1%	YES	5B: 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
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	0.3%	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	39.1%	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	17.4%	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	

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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 **059901**
District **HEREFORD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	91.3%	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	4.3%	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		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/
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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 **208901**
District **HERMLEIGH 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	63.4%	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	4.9%	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	84.0%	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	

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Region **12**
County District No **097903**
District **HICO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	47.6%	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	16.6%	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	0.7%	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	57.1%	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	42.9%	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	

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Texas Education Agency | Federal and State Education Policy
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Region **01**
County District No **108905**
District **HIDALGO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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		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

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Region **16**
County District No **148903**
District **HIGGINS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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		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/
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Federal Fiscal Year 2012 (2012-13)

Region **20**
County District No **015803**
HIGGS CARTER KING GIFTED & TALENTED
District **CHARTER ACAD**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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
11: 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	14B: Percent of youth 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
12: 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	14B: Percent of youth 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		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

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Region **05**
County District No **084903**
District **HIGH ISLAND 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	55.6%	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	11.1%	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		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

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Region **14**
County District No **177905**
District **HIGHLAND 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	89.5%	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	78.9%	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	10.8%	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		YES	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	7.3%	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	43.9%	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

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Region **10**
County District No **057911**
District **HIGHLAND 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	72.0%	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	5.3%	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	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	72.0%	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

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **16**
County District No **188903**
District **HIGHLAND 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	95.8%	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	55.2%	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	17.9%	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	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	56.0%	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	24.0%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **12**
County District No **109904**
District **HILLSBORO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	84.6%	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	79.6%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	7.7%	YES	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	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **04**
County District No **084908**
District **HITCHCOCK 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	73.8%	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	7.1%	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	20.0%	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	60.0%	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	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
	≥ 75%	59%	NO	70.0%	NO		Summary Statement 2	≥ 57%	58.9%	YES	
	Math	Math	Math	Math	Math						
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

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Region **12**
County District No **014905**
District **HOLLAND 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	87.1%	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	0.0%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **09**
County District No **005902**
District **HOLLIDAY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	86.4%	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	9.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.4%	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		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	1.5%	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	42.1%	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	5.3%	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	

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District

Region **20**
County District No **163904**
HONDO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	72.2%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.8%	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		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	0.0%	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	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	

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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **10**
County District No **074907**
District **HONEY GROVE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	90.9%	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	86.7%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	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	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	

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Region **10**
County District No **057825**
District **HONORS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	33.7%	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	19.1%	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	1.1%	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	66.7%	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	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	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

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Region **08**
County District No **019902**
District **HOOKS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	40.0%	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	38.2%	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	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	87.0%	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	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

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Region **04**
County District No **101812**

District **HOUSTON CAN ACADEMY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	19.6%	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	0.0%	NO
	≥ 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	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	60.0%	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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	83.3%	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	69.7%	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	N/A	N/A
	≥ 95%	98%	YES	95.0%	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	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 for 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	0.0%	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	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

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	61.1%	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	51.6%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	24.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	20.6%	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		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	14.9%	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	24.6%	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/
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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 **101912**
District **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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	80.7%	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	13.3%	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	2.4%	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	50.0%	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	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	

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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 **091905**
District **HOWE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	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

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Federal Fiscal Year 2012 (2012-13)

Region **08**
County District No **019913**
District **HUBBARD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	59.4%	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	9.4%	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	3.1%	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	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	

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Region **12**
County District No **109905**
District **HUBBARD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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

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Region **11**
County District No **072908**
District **HUCKABAY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	71.4%	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	83.8%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	19.0%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	10.8%	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	0.5%	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	0.0%	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	45.5%	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	
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	

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Region **07**
County District No **003902**
District **HUDSON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	92.3%	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	69.7%	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	12.2%	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	45.5%	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	36.4%	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	
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	

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Texas Education Agency | Federal and State Education Policy
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Region **04**
County District No **101925**
District **HUFFMAN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	62.2%	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	8.1%	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	7.7%	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	38.5%	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	
	≥ 75%	56%	NO	82.0%	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

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Region **08**
County District No **034903**
District **HUGHES 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	78.3%	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	13.0%	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	0.0%	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

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Region **05**
County District No **146905**
District **HULL-DAISETTA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	75.4%	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	63.8%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.3%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.8%	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		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	2.1%	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	14.8%	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	16.4%	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	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	

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Region **04**
County District No **101913**
District **HUMBLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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:
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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 **133902**
District **HUNT 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	90.5%	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	75.8%	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	10.8%	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		YES	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.6%	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	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	55.6%	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	

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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 **003904**
District **HUNTINGTON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	80.5%	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	64.7%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	4.9%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	18.7%	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	3.1%	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	85.7%	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 for 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	

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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 **236902**
District **HUNTSVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	89.4%	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	63.9%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	1.5%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	17.1%	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	0.5%	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	19.9%	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	13.9%	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	

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Region **11**
County District No **220916**

District **HURST-EULESS-BEDFORD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	90.0%	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	75.2%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.7%	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	33.3%	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	27.5%	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

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District

Region **13**
County District No **246906**
HUTTO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	77.8%	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	11.1%	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		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	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	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	

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Region **17**
County District No **152910**
District **IDALOU 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	80.2%	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	7.2%	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	0.4%	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	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	

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Region **01**
County District No **108807**

District **IDEA PUBLIC 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	39.5%	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	97.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	18.6%	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	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	82.0%	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	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:
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Region **01**
County District No **108801**
IGNITE PUBLIC SCHOOLS AND COMMUNITY SERVICE CENTER
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?
9: 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	13: 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
10: 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	14A: Percent of 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
11: 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	14B: Percent of youth 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
12: 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	14B: Percent of youth 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	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	69.0%	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 for 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

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Region **10**
County District No **043801**
IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS
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?
9: 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	13: 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
10: 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	14A: Percent of 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
11: 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	14B: Percent of youth 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
12: 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	14B: Percent of youth 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

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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	11.0%	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		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	83.3%	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	

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Region **03**
County District No **120905**
District **INDUSTRIAL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	94.7%	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	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	10.9%	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		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.6%	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	52.6%	YES
	≥ 95%	98%	YES	95.0%	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	36.8%	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	

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Region **02**
County District No **205903**
District **INGLESIDE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	76.3%	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	13.2%	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	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	20.0%	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

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Region **20**
County District No **133904**
District **INGRAM 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	89.7%	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	5.2%	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	

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Region **10**
County District No **057830**

District **INSPIRED VISION 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	86.2%	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	6.9%	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	81.0%	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
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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

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Region **06**
County District No **093903**
District **IOLA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	7.7%	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		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	9.5%	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	14.3%	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
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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	

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Region **09**
County District No **243903**
District **IOWA PARK 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	69.2%	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

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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 **208903**
District **IRA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	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	3.6%	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	100%	YES
	≥ 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	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	59.0%	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	

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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 **186903**
District **IRAA-N-SHEFFIELD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	25.0%	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	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	25.0%	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	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	100%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **12**
County District No **018906**
District **IREDELL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	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	92.0%	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/
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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **15**
County District No **118902**
District **IRION 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	83.9%	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	63.8%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	8.1%	YES	5B: 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
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	2.2%	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	8.6%	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	21.0%	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	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	

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Region **10**
County District No **057912**
District **IRVING 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	63.8%	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	22.4%	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	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	20.0%	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	20.0%	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	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	

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Texas Education Agency | Federal and State Education Policy
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Region **10**
County District No **070907**
District **ITALY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	81.8%	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	9.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.5%	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	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	60.0%	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	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

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Region **12**
County District No **109907**
District **ITASCA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	80.0%	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	62.8%	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	15.1%	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	0.0%	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	33.3%	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/
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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 **119902**
District **JACKSBORO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	88.6%	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	8.6%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.6%	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		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	54.5%	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	9.1%	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	70.0%	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

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **07**
County District No **037904**
District **JACKSONVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	22.2%	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	77.8%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	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	80.0%	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	88.0%	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	
	≥ 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	80.5%	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	8.0%	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	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	71.4%	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	
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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **246907**
District **JARRELL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	90.0%	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	54.8%	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	11.7%	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	75.0%	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	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	

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Region **05**
County District No **121904**
District **JASPER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	93.3%	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	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

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Region **17**
County District No **132902**
District **JAYTON-GIRARD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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		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

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Region **10**
County District No **057819**

District **JEAN MASSIEU 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	92.3%	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	50.0%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	7.7%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.8%	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		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	10.0%	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	

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Region **08**
County District No **155901**
District **JEFFERSON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	55.6%	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	76.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	33.3%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	6.3%	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		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements		≤ 1%	1%	YES	1.3%	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	75.0%	YES
	≥ 95%	98%	YES	95.0%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **01**
County District No **124901**

District **JIM HOGG 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	77.8%	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	68.4%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	6.6%	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	75.0%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **14**
County District No **221911**
District **JIM NED 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	63.6%	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	60.7%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	18.2%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.9%	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	71.4%	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	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **07**
County District No **210902**
District **JOAQUIN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	56.5%	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	18.1%	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	0.0%	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	95.0%	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	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/
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Region **20**
County District No **015808**

District **JOHN H WOOD JR PUBLIC 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	66.7%	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	4.2%	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	1.4%	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	22.2%	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	77.8%	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	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

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Region **13**
County District No **016901**
District **JOHNSON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	91.7%	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	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

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Region **12**
County District No **050909**
District **JONESBORO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	59.9%	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	8.2%	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	41.8%	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	1.8%	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

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Region **11**
County District No **126905**
District **JOSHUA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	61.5%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	11.9%	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	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	0.0%	NO
	≥ 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	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	

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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 **007902**
District **JOURDANTON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	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		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

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	88.7%	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	2.1%	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		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	
	≥ 75%	56%	NO	42.0%	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	

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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 **015822**

District **JUBILEE ACADEMIC CENTER**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	69.1%	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	61.9%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	19.4%	NO	5B: 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
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	1.5%	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	40.9%	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	17.5%	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	48.0%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **20**
County District No **015916**
District **JUDSON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	70.8%	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	8.3%	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	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	

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Region **15**
County District No **134901**
District **JUNCTION 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	50.0%	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	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

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Region **07**
County District No **102901**
District **KARNACK 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	87.5%	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	88.9%	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	6.2%	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	9.1%	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	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	

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Region **03**
County District No **128901**
District **KARNES 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	50.0%	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		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

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Region **13**
County District No **105801**

District **KATHERINE ANNE PORTER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	78.0%	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	67.6%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	6.0%	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		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.3%	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	15.6%	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	41.2%	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	
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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **04**
County District No **101914**
District **KATY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	87.0%	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	67.0%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	4.3%	YES	5B: 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
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	0.3%	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	14.6%	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	22.9%	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

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **10**
County District No **129903**
District **KAUFMAN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	62.5%	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	66.2%	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	12.2%	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	1.4%	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	70.0%	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

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **11**
County District No **126906**
District **KEENE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	85.9%	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	64.8%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.8%	YES	5B: 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
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	0.1%	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	11.8%	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	36.1%	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		
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/
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Federal Fiscal Year 2012 (2012-13)

Region **11**
County District No **220907**
District **KELLER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	83.0%	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	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	83.0%	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	

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Region **16**
County District No **242905**
District **KELTON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	49.7%	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	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	2.0%	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	90.0%	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	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	

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Texas Education Agency | Federal and State Education Policy
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Region **10**
County District No **129904**
District **KEMP 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	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	

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Region **02**
County District No **131001**

District **KENEDY COUNTY WIDE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	83.3%	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	71.4%	YES
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	12.5%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **03**
County District No **128902**
District **KENEDY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	90.5%	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	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	

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Region **06**
County District No **113906**

District **KENNARD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	94.4%	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	61.4%	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	6.4%	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	0.4%	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	20.7%	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	31.0%	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	

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Region **11**
County District No **220914**
District **KENNEDALE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	51.7%	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	10.3%	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	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	

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Region **12**
County District No **175907**
District **KERENS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	88.9%	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	7.1%	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	1.0%	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	57.1%	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	23.8%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **18**
County District No **248901**
District **KERMIT 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	91.5%	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	68.0%	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	16.2%	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	0.3%	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	82.6%	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	8.7%	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

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Region **20**
County District No **133903**
District **KERRVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	87.9%	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	67.2%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	12.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	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		YES	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.7%	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	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	
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	

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Region **07**
County District No **092902**
District **KILGORE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	73.8%	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	65.7%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	10.3%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	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		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.7%	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	11.6%	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	13.1%	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	

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Region **12**
County District No **014906**
District **KILLEEN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	40.6%	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	64.2%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	34.4%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	28.5%	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	0.3%	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	56.4%	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	43.6%	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	

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Region **02**
County District No **137901**
District **KINGSVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	97.7%	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	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	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	

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Region **13**
County District No **227820**

District **KIPP AUSTIN PUBLIC SCHOOLS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	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	

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Region **10**
County District No **057837**

District **KIPP DALLAS-FORT WORTH**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	94.8%	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	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	96.3%	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/
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Texas Education Agency | Federal and State Education Policy
2014 Local Educational Agency (LEA) Profile
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Federal Fiscal Year 2012 (2012-13)

Region **04**
County District No **101813**
District **KIPP INC 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	86.2%	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	4.3%	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		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	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	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **20**
County District No **015826**
District **KIPP SAN ANTONIO**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	94.5%	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	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	1.4%	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	50.0%	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	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

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	78.6%	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	74.7%	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	16.5%	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	91.3%	YES
	≥ 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	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	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	

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Region **05**
County District No **121905**
District **KIRBYVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	68.3%	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	56.9%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.8%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	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	3.7%	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	34.5%	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	24.2%	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		
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	

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Federal Fiscal Year 2012 (2012-13)

Region **04**
County District No **101915**
District **KLEIN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	87.5%	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	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	

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Region **17**
County District No **058905**
District **KLONDIKE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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		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

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District

Region **20**
County District No **232901**
KNIPPA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	93.5%	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	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	23.1%	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	30.8%	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	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	

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Region **09**
County District No **138902**

District **KNOX CITY-O'BRIEN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	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	

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Region **04**
County District No **101863**

District **KOINONIA COMMUNITY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	59.1%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	33.3%	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	18.2%	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	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	

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Region **12**
County District No **018907**
District **KOPPERL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	72.2%	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	1.0%	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	1.0%	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	76.9%	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	7.7%	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

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Region **05**
County District No **100903**
District **KOUNTZE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	95.5%	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	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	59.0%	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	

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Region **16**
County District No **219905**
District **KRESS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	55.6%	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	65.0%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.4%	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		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	58.8%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **11**
County District No **061905**
District **KRUM 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	94.6%	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	1.4%	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	0.0%	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	

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Federal Fiscal Year 2012 (2012-13)

Region **10**
County District No **057839**

District **LA ACADEMIA DE ESTRELLAS**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	25.0%	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	8.3%	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		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	65.5%	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	

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9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
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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	92.0%	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	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		
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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	

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Federal Fiscal Year 2012 (2012-13)

Region **19**
County District No **071807**

District **LA FE PREPARATORY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	72.4%	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	72.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	13.8%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.5%	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	0.9%	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	71.0%	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	3.2%	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:
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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 **031905**
District **LA FERIA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	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

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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 **125906**
District **LA GLORIA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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/>.

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	72.7%	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	70.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	5.1%	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	0.6%	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	78.9%	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	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	

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Texas Education Agency | Federal and State Education Policy
2014 Local Educational Agency (LEA) Profile
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Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **075902**
District **LA GRANGE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	66.4%	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	62.6%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	19.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	15.4%	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	2.2%	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	2.0%	NO
	≥ 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	12.3%	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/
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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **01**
County District No **108912**
District **LA JOYA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	58.0%	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	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		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.4%	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	71.4%	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	

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Region **04**
County District No **084904**
District **LA MARQUE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	89.5%	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	79.7%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.3%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.1%	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		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	14.1%	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	19.7%	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	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

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Texas Education Agency | Federal and State Education Policy
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Region **04**
County District No **101916**
District **LA PORTE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	89.1%	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	8.7%	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	0.0%	NO
	≥ 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	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

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Region **20**
County District No **254902**
District **LA PRYOR 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	77.8%	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	62.6%	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	6.8%	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		N/A	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.9%	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	25.0%	NO
	≥ 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	16.7%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **12**
County District No **161906**
District **LA VEGA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	89.8%	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	5.1%	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		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.6%	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	41.7%	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	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	

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Region **20**
County District No **247903**
District **LA VERNIA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	50.0%	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	92.0%	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	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

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Region **01**
County District No **108914**
District **LA VILLA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	80.0%	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	84.9%	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	4.7%	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	2.3%	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	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	23.8%	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	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	71.0%	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	

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Region **20**
County District No **015913**
District **LACKLAND 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	63.1%	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	4.5%	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	1.8%	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	82.4%	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	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	

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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 **227912**
District **LAGO VISTA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	57.5%	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	12.5%	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	13.6%	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	31.8%	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	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	

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Federal Fiscal Year 2012 (2012-13)

Region **11**
County District No **061912**
District **LAKE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	92.2%	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	65.7%	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	13.2%	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	0.6%	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	25.9%	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	1.9%	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
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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	

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Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **227913**
District **LAKE TRAVIS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
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2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	11.1%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	14.4%	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	0.7%	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	53.5%	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
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Region **11**
County District No **220910**
District **LAKE WORTH 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	78.4%	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	68.4%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	6.4%	YES	5B: 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
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	1.7%	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	31.6%	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	5.8%	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	
	≥ 75%	56%	NO	58.0%	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

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **04**
County District No **079901**
District **LAMAR 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	70.4%	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	12.7%	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	70.0%	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	20.0%	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

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **17**
County District No **058906**
District **LAMESA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	97.0%	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	78.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.0%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	8.9%	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	19.4%	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	6.5%	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **12**
County District No **141901**
District **LAMPASAS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	90.7%	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	70.3%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.3%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.9%	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	0.2%	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	27.0%	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	21.6%	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	
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/
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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **10**
County District No **057913**
District **LANCASTER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	57.1%	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	9.5%	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	4.8%	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **07**
County District No **201903**
District **LANEVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	53.8%	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	12.8%	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		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	20.0%	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	20.0%	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	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

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Texas Education Agency | Federal and State Education Policy
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Region **07**
County District No **107910**
District **LAPYOYNOR 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	69.8%	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	43.3%	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	18.6%	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		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	43.4%	YES
	≥ 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	47.3%	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	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	

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Region **01**
County District No **240901**
District **LAREDO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	91.7%	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	4.2%	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	

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Region **01**
County District No **245901**
District **LASARA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	64.6%	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	12.5%	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	N/A	N/A
	≥ 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	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

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Region **06**
County District No **113905**
District **LATEXO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	66.7%	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	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

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Region **16**
County District No **185904**
District **LAZBUDDIE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	57.1%	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	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	

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Region **10**
County District No **061804**

District **LEADERSHIP PREP 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	63.6%	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	18.2%	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

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of Performance on State Performance Plan Indicator Targets
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Region **20**
County District No **193902**
District **LEAKEY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	85.8%	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	69.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	2.3%	YES	5B: 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
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	1.2%	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	20.2%	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	33.8%	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	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	

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Region **13**
County District No **246913**
District **LEANDER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	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
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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

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Region **08**
County District No **019914**
District **LEARY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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
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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

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District

Region **16**
County District No **090902**
LEFORS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	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

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **10**
County District No **057846**

District **LEGACY PREPARATORY**

State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?	State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	LEA Met State Target?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	50.0%	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	95.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	50.0%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	5.0%	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	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **06**
County District No **187906**

District **LEGGETT 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	72.7%	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		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	20.0%	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	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **06**
County District No **145911**
District **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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
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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	70.9%	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	10.5%	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	0.0%	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	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/
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Federal Fiscal Year 2012 (2012-13)

Region **10**
County District No **074909**
District **LEONARD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	76.2%	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	67.4%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	19.0%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.9%	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	0.3%	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	12.8%	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	38.3%	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	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 for 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

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Region **17**
County District No **110902**
District **LEVELLAND 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	45.5%	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	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	N/A	N/A
	≥ 95%	98%	YES	92.0%	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	91.0%	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	
	≥ 75%	56%	NO	90.0%	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

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Region **07**
County District No **201904**

District **LEVERETTS CHAPEL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	78.2%	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	73.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.1%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	12.1%	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	1.2%	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	40.4%	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	8.7%	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	

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Region **11**
County District No **061902**
District **LEWISVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	78.4%	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		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	

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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 **144902**
District **LEXINGTON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	71.4%	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	54.3%	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	8.1%	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	3.6%	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	57.1%	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	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **246908**
District **LIBERTY HILL 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	44.4%	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	89.2%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	22.2%	NO	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		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	30.8%	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	15.4%	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	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	59.0%	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	

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Texas Education Agency | Federal and State Education Policy
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Region **04**
County District No **146906**
District **LIBERTY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	84.6%	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	55.9%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	7.7%	YES	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		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	45.0%	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	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	

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Region **08**
County District No **019908**
District **LIBERTY-EYLAU 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	95.0%	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	71.5%	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	2.9%	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	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	50.0%	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	

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Region **10**
County District No **057807**

District **LIFE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	94.1%	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	

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Region **20**
County District No **015825**

District **LIGHTHOUSE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	96.0%	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	55.8%	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	11.6%	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		NO	5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	≤ 1%	1%	YES	0.3%	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	4.5%	NO
	≥ 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	18.2%	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	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

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Region **07**
County District No **212903**
District **LINDALE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	70.1%	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	5.2%	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	60.0%	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	20.0%	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	

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Region **08**
County District No **034905**

District **LINDEN-KILDARE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	68.4%	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	10.5%	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	92.0%	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	

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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 **049907**
District **LINDSAY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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		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

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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 **072909**
District **LINGLEVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	66.7%	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	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	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	

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **11**
County District No **111902**
District **LIPAN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	90.3%	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	61.4%	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	9.4%	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	0.3%	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	65.8%	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		
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:
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Region **05**
County District No **181908**

District **LITTLE CYPRESS-MAURICEVILLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	90.3%	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	72.7%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	3.2%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.9%	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	0.2%	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	36.9%	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	16.9%	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	

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Region **11**
County District No **061914**
District **LITTLE ELM 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	91.7%	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	89.3%	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	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	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

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Region **17**
County District No **140904**
District **LITTLEFIELD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	91.7%	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	70.9%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	4.2%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	13.3%	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	0.7%	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	54.2%	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	37.5%	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	

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District

Region **06**
County District No **187907**

LIVINGSTON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	83.3%	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	46.2%	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	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	0.6%	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	31.3%	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	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/
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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **150901**
District **LLANO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	80.6%	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	71.1%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	5.6%	YES	5B: 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
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	0.6%	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	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	18.0%	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	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

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Federal Fiscal Year 2012 (2012-13)

Region **13**
County District No **028902**
District **LOCKHART 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	80.0%	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	66.0%	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	6.4%	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	0.0%	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

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Texas Education Agency | Federal and State Education Policy
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Region **17**
County District No **077902**
District **LOCKNEY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	85.7%	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

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Region **15**
County District No **160905**
District **LOHN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	87.1%	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	9.7%	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		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	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	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	61.0%	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

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Region **12**
County District No **141902**
District **LOMETA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	89.7%	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	2.6%	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	20.0%	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	

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District

Region **02**
County District No **178906**
LONDON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	54.7%	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	9.4%	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	0.0%	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	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	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	

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Region **10**
County District No **116906**
District **LONE OAK 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	86.7%	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	72.2%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	9.6%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	19.9%	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	0.2%	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	42.2%	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	18.6%	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	57.0%	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	

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Region **07**
County District No **092903**
District **LONGVIEW 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	85.7%	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	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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **17**
County District No **083902**
District **LOOP 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	50.0%	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	50.0%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	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	
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

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Texas Education Agency | Federal and State Education Policy
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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

Region **14**
County District No **168902**
District **LORAIN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	80.0%	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	73.4%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	15.0%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day		≤ 10%	14%	NO	13.7%	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	88.9%	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	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	58.0%	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	

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Federal Fiscal Year 2012 (2012-13)

Region **12**
County District No **161907**
District **LORENA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	87.2%	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	12.8%	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		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	11.1%	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	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

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Federal Fiscal Year 2012 (2012-13)

Region **17**
County District No **054902**
District **LORENZO 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	78.7%	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	53.9%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	4.3%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	17.9%	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	0.7%	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	28.1%	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	23.6%	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	
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	

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Region **01**
County District No **031906**
District **LOS FRESNOS 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	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

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Region **03**
County District No **241906**
District **LOUISE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	80.0%	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	71.6%	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	8.2%	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	0.9%	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	47.1%	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	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	

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Region **10**
County District No **043919**
District **LOVEJOY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	78.3%	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		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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **06**
County District No **113903**
District **LOVELADY 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	64.8%	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	75.5%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	21.4%	NO	5B: 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
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	0.8%	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	11.5%	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	15.7%	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	

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Region **17**
County District No **152901**
District **LUBBOCK 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	78.4%	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	10.6%	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		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	45.5%	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	18.2%	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	
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	

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Texas Education Agency | Federal and State Education Policy
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Federal Fiscal Year 2012 (2012-13)

Region **17**
County District No **152906**
District **LUBBOCK-COOPER 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	92.3%	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	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

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Region **14**
County District No **127905**
District **LUEDERS-AVOCA 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	82.6%	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	45.7%	NO
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	10.9%	NO	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	22.2%	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	0.8%	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	21.2%	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	28.8%	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	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

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of Performance on State Performance Plan Indicator Targets
Federal Fiscal Year 2012 (2012-13)

District

Region **07**
County District No **003903**
LUFKIN 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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/>.

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State Performance Plan/ Annual Performance Report Indicators	State Target	State Rate	State Met Target?	LEA Rate	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	72.9%	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	3.8%	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	0.8%	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	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	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	

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District

Region **13**
County District No **028903**
LULING 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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1: Percent of youth with IEPs graduating from high school with a regular diploma	≥ 78%	76.9%	NO	87.5%	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	73.4%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	6.3%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	9.9%	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	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	23.1%	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	

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Region **05**
County District No **100907**
District **LUMBERTON 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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	

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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	14.0%	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
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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	

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Region **01**
County District No **245902**
District **LYFORD 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
11: 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	14B: Percent of youth 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	
12: 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	14B: Percent of youth 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

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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	91.7%	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	70.0%	YES
2: Percent of youth with IEPs dropping out of high school	≤ 9%	11.2%	NO	8.3%	YES	5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	≤ 10%	14%	NO	7.5%	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	2.5%	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	50.0%	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	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 **20**
County District No **007904**
District **LYTLE 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?
9: 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	13: 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
10: 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	14A: Percent of 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	
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