

# Region Summary Tables SPP/APR Indicators 1-14

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## Region: 12

Total Number of LEAs (2020-21) for All Indicators: 81

### Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	1,124	1,194	1,283
Special Ed Graduates	908	966	510
% Special Ed Graduates	80.8%	80.9%	39.8%
# of LEAs Meeting Target	55	56	N/A
% of LEAs Meeting Target	67.9%	69.1%	N/A
# of LEAs With 'N/A'	8	8	N/A

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

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

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#### Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	9,139	9,575	1,290
Special Ed Dropouts	156	153	165
% Special Ed Dropouts	1.7%	1.6%	12.8%
# of LEAs Meeting Target	70	68	N/A
% of LEAs Meeting Target	86.4%	84.0%	N/A
# of LEAs With 'N/A'	2	2	N/A

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

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Total Number of LEAs (2020-21) for All Indicators: 81

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	1,914	---
	Regular assessment without accommodations	219	11.4%
	Regular assessment with accommodations	1,318	68.9%
	Alternate assessment against alternate achievement standards	235	12.3%
	Participants	1,772	92.6%
	Non-participants	142	7.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,753	---
	Regular assessment without accommodations	111	6.3%
	Regular assessment with accommodations	1,235	70.5%
	Alternate assessment against alternate achievement standards	206	11.8%
	Participants	1,552	88.5%
	Non-participants	201	11.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,828	---
	Regular assessment without accommodations	123	6.7%
	Regular assessment with accommodations	1,271	69.5%
	Alternate assessment against alternate achievement standards	205	11.2%
	Participants	1,599	87.5%
	Non-participants	229	12.5%
	LEAs Meeting Target	N/A	N/A

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

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## Region: 12

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### Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	1,916	---
	Regular assessment without accommodations	216	11.3%
	Regular assessment with accommodations	1,319	68.8%
	Alternate assessment against alternate achievement standards	234	12.2%
	Participants	1,769	92.3%
	Non-participants	147	7.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,714	---
	Regular assessment without accommodations	98	5.7%
	Regular assessment with accommodations	1,201	70.1%
	Alternate assessment against alternate achievement standards	205	12.0%
	Participants	1,504	87.8%
	Non-participants	210	12.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	2,178	---
	Regular assessment without accommodations	131	6.0%
	Regular assessment with accommodations	1,365	62.7%
	Alternate assessment against alternate achievement standards	207	9.5%
	Participants	1,703	78.2%
	Non-participants	475	21.8%
	LEAs Meeting Target	N/A	N/A

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Region: 12

Total Number of LEAs (2020-21) for All Indicators: 81

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	1,537	---
	Proficient or above regular assessment without accommodations	90	54.6%
	Proficient or above regular assessment with accommodations	75	45.5%
	Total Proficients	165	10.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,346	---
	Proficient or above regular assessment without accommodations	33	27.1%
	Proficient or above regular assessment with accommodations	89	73.0%
	Total Proficients	122	9.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,394	---
	Proficient or above regular assessment without accommodations	23	20.0%
	Proficient or above regular assessment with accommodations	92	80.0%
	Total Proficients	115	8.3%
	LEAs Meeting Target	N/A	N/A

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Region: 12

Total Number of LEAs (2020-21) for All Indicators: 81

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	1,535	---
	Proficient or above regular assessment without accommodations	79	56.4%
	Proficient or above regular assessment with accommodations	61	43.6%
	Total Proficients	140	9.1%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,299	---
	Proficient or above regular assessment without accommodations	37	32.2%
	Proficient or above regular assessment with accommodations	78	67.8%
	Total Proficients	115	8.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,493	---
	Proficient or above regular assessment without accommodations	27	19.2%
	Proficient or above regular assessment with accommodations	114	80.9%
	Total Proficients	141	9.4%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 81

### Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	235	---
	Alternate assessment against alternate achievement standards	219	93.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	206	---
	Alternate assessment against alternate achievement standards	194	94.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	205	---
	Alternate assessment against alternate achievement standards	182	88.8%
	LEAs Meeting Target	N/A	N/A

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## Region: 12

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### Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	234	---
	Alternate assessment against alternate achievement standards	211	90.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	205	---
	Alternate assessment against alternate achievement standards	193	94.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	207	---
	Alternate assessment against alternate achievement standards	197	95.2%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 81

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

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,758	32.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	165	10.7%
	Proficiency rate gap		21.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,762	43.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	122	9.1%
	Proficiency rate gap		34.6%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,178	34.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	115	8.3%
	Proficiency rate gap		26.4%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 81

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

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,765	32.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	140	9.1%
	Proficiency rate gap		23.6%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,034	43.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	115	8.9%
	Proficiency rate gap		34.2%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,600	48.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	141	9.4%
	Proficiency rate gap		38.7%
	LEAs Meeting Target	N/A	N/A

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## Region: 12

**Total Number of LEAs (2020-21) for All Indicators: 81**

### Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	1
# of LEAs Meeting Target	81	81	N/A
% of LEAs Meeting Target	100.0%	100.0%	N/A

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

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Total Number of LEAs (2020-21) for All Indicators: 81

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

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	81	81	81
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

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Total Number of LEAs (2020-21) for All Indicators: 81

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	17,610	---	20,229	---	21,171	---
Inside the regular class 80% or more of the day	12,261	69.6%	14,561	72.0%	15,247	72.0%
Inside the regular class less than 40% of the day	2,640	15.0%	2,964	14.7%	3,057	14.4%
In separate school, residential facility or homebound or hospital	116	0.7%	127	0.6%	120	0.6%
LEAs Meeting Target 5A	56	69.1%	64	79.0%	N/A	N/A
LEAs Meeting Target 5B	52	64.2%	55	67.9%	N/A	N/A
LEAs Meeting Target 5C	71	87.7%	69	85.2%	N/A	N/A

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

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## Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	898	- - -
Attending REC & receiving majority of SPED services in a REC	140	15.6%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	242	27.0%
Receiving special education and related services in the home	11	1.2%
LEAs Meeting Target 6A	N/A	N/A
LEAs Meeting Target 6B	N/A	N/A
LEAs Meeting Target 6C	N/A	N/A

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

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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	2	0.3%	---	2	0.2%	---	8	1.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	87	13.7%	---	111	12.9%	---	101	13.0%	---
Improved functioning to reach a level nearer to same-aged peers	144	22.7%	---	205	23.8%	---	190	24.5%	---
Improved functioning to reach a level comparable to same-aged peers	252	39.7%	---	336	39.0%	---	276	35.6%	---
Maintained functioning at a level comparable to same-aged peers	150	23.6%	---	207	24.0%	---	200	25.8%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	81.6%	NO	---	82.7%	NO	---	81.0%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	63.3%	YES	---	63.1%	YES	---	61.4%	NO

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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	3	0.5%	---	3	0.3%	---	5	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	89	14.0%	---	133	15.4%	---	126	16.2%	---
Improved functioning to reach a level nearer to same-aged peers	154	24.3%	---	221	25.7%	---	224	28.9%	---
Improved functioning to reach a level comparable to same-aged peers	250	39.4%	---	288	33.4%	---	250	32.2%	---
Maintained functioning at a level comparable to same-aged peers	138	21.8%	---	216	25.1%	---	171	22.0%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	81.5%	NO	---	78.9%	NO	---	78.4%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	61.2%	YES	---	58.5%	YES	---	54.3%	NO



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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	6	0.9%	---	4	0.5%	---	5	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	65	10.2%	---	90	10.5%	---	96	12.4%	---
Improved functioning to reach a level nearer to same-aged peers	86	13.5%	---	110	12.8%	---	121	15.6%	---
Improved functioning to reach a level comparable to same-aged peers	211	33.2%	---	270	31.4%	---	232	29.9%	---
Maintained functioning at a level comparable to same-aged peers	267	42.0%	---	387	44.9%	---	322	41.5%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	80.7%	NO	---	80.2%	NO	---	77.8%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	75.3%	YES	---	76.3%	YES	---	71.4%	YES

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Indicator 8 : Parent Involvement

Parent Involvement	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services	79.7%	NO	85.6%	YES	72.4%	N/A

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

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

Disproportionality - Racial & Ethnic Groups in Special Education & Related Services	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	0	1	1
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	81	81	81
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

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

Disproportionality - Racial & Ethnic Groups in Specific Disability Categories	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	2	1	10
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	81	81	81
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

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Indicator 11 : Child Find

Child Find	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children for whom parental consent to evaluate was received	5,363	3,263	5,223
# of children whose evaluations completed within State established timeline	5,209	3,248	5,164
% of children whose evaluations completed within State established timeline	97.1%	99.5%	98.9%
# of LEAs Meeting Target	78	80	70
% of LEAs Meeting Target	96.3%	98.8%	86.4%

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Total Number of LEAs (2020-21) for All Indicators: 81

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children served in Part C & referred to Part B for eligibility determination	330	280	274
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	38	37	31
# found eligible & IEP developed & implemented by third birthday	268	224	231
# whose parent refusal caused delay in evaluation or initial services	14	15	6
# serviced in Part C less than 90 days before third birthday	8	4	6
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.3%	100.0%	100.0%
# of LEAs Meeting Target	80	81	81
% of LEAs Meeting Target	98.8%	100.0%	100.0%

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Indicator 13 : Secondary Transition

Secondary Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of youth with disabilities aged 16 & above	1,101	1,030	1,036
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,101	1,030	1,036
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	100.0%
# of LEAs Meeting Target	81	81	79
% of LEAs Meeting Target	100.0%	100.0%	97.5%

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Indicator 14 : Post School Outcomes

Post School Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	11	8.0%	NO	37	16.4%	NO	49	18.0%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	69	50.4%	NO	114	50.7%	NO	134	49.1%	NO
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	87	63.5%	NO	139	61.8%	NO	167	61.2%	NO

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



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

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