

# Region Summary Tables SPP/APR Indicators 1-14

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## Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

### Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	4,676	4,955	5,094
Special Ed Graduates	3,609	3,834	2,130
% Special Ed Graduates	77.2%	77.4%	41.8%
# of LEAs Meeting Target	68	67	N/A
% of LEAs Meeting Target	57.6%	57.8%	N/A
# of LEAs With 'N/A'	23	18	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>

## Region: 10

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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	36,602	38,184	5,120
Special Ed Dropouts	656	707	741
% Special Ed Dropouts	1.8%	1.9%	14.5%
# of LEAs Meeting Target	99	104	N/A
% of LEAs Meeting Target	83.9%	89.7%	N/A
# of LEAs With 'N/A'	4	4	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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## Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

### Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	8,471	---
	Regular assessment without accommodations	1,203	14.2%
	Regular assessment with accommodations	5,800	68.5%
	Alternate assessment against alternate achievement standards	829	9.8%
	Participants	7,832	92.5%
	Non-participants	639	7.5%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	7,599	---
	Regular assessment without accommodations	750	9.9%
	Regular assessment with accommodations	5,102	67.1%
	Alternate assessment against alternate achievement standards	720	9.5%
	Participants	6,572	86.5%
	Non-participants	1,027	13.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	7,309	---
	Regular assessment without accommodations	726	9.9%
	Regular assessment with accommodations	4,942	67.6%
	Alternate assessment against alternate achievement standards	744	10.2%
	Participants	6,412	87.7%
	Non-participants	897	12.3%
	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: 10

Total Number of LEAs (2020-21) for All Indicators: 116

### Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	8,500	- - -
	Regular assessment without accommodations	1,242	14.6%
	Regular assessment with accommodations	5,769	67.9%
	Alternate assessment against alternate achievement standards	828	9.7%
	Participants	7,839	92.2%
	Non-participants	661	7.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	7,026	- - -
	Regular assessment without accommodations	584	8.3%
	Regular assessment with accommodations	4,749	67.6%
	Alternate assessment against alternate achievement standards	720	10.3%
	Participants	6,053	86.2%
	Non-participants	973	13.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	9,856	- - -
	Regular assessment without accommodations	912	9.3%
	Regular assessment with accommodations	5,685	57.7%
	Alternate assessment against alternate achievement standards	743	7.5%
	Participants	7,340	74.5%
	Non-participants	2,516	25.5%
	LEAs Meeting Target	N/A	N/A

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Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	7,003	---
	Proficient or above regular assessment without accommodations	672	55.4%
	Proficient or above regular assessment with accommodations	542	44.7%
	Total Proficients	1,214	17.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	5,852	---
	Proficient or above regular assessment without accommodations	316	42.5%
	Proficient or above regular assessment with accommodations	427	57.5%
	Total Proficients	743	12.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	5,668	---
	Proficient or above regular assessment without accommodations	168	25.3%
	Proficient or above regular assessment with accommodations	495	74.7%
	Total Proficients	663	11.7%
	LEAs Meeting Target	N/A	N/A

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Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	7,009	---
	Proficient or above regular assessment without accommodations	624	58.6%
	Proficient or above regular assessment with accommodations	441	41.4%
	Total Proficients	1,065	15.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	5,332	---
	Proficient or above regular assessment without accommodations	260	39.4%
	Proficient or above regular assessment with accommodations	400	60.6%
	Total Proficients	660	12.4%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	6,593	---
	Proficient or above regular assessment without accommodations	244	32.4%
	Proficient or above regular assessment with accommodations	510	67.6%
	Total Proficients	754	11.4%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 116

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

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	829	---
	Alternate assessment against alternate achievement standards	768	92.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	720	---
	Alternate assessment against alternate achievement standards	686	95.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	744	---
	Alternate assessment against alternate achievement standards	669	89.9%
	LEAs Meeting Target	N/A	N/A

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## Region: 10

**Total Number of LEAs (2020-21) for All Indicators: 116**

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

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	828	---
	Alternate assessment against alternate achievement standards	692	83.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	720	---
	Alternate assessment against alternate achievement standards	685	95.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	743	---
	Alternate assessment against alternate achievement standards	704	94.8%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 116

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	21,531	37.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,214	17.3%
	Proficiency rate gap		20.1%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	33,725	45.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	743	12.7%
	Proficiency rate gap		32.4%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	24,279	39.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	663	11.7%
	Proficiency rate gap		27.9%
	LEAs Meeting Target	N/A	N/A

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Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

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	21,471	37.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,065	15.2%
	Proficiency rate gap		22.2%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	28,876	47.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	660	12.4%
	Proficiency rate gap		35.3%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	35,579	49.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	754	11.4%
	Proficiency rate gap		37.9%
	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.

## Region: 10

**Total Number of LEAs (2020-21) for All Indicators: 116**

### 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	118	116	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>

## Region: 10

**Total Number of LEAs (2020-21) for All Indicators: 116**

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

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	118	116	116
% 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>

Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	76,955	---	87,282	---	90,105	---
Inside the regular class 80% or more of the day	53,870	70.0%	61,678	70.7%	64,124	71.2%
Inside the regular class less than 40% of the day	11,061	14.4%	12,528	14.4%	12,854	14.3%
In separate school, residential facility or homebound or hospital	449	0.6%	447	0.5%	444	0.5%
LEAs Meeting Target 5A	70	59.3%	81	69.8%	N/A	N/A
LEAs Meeting Target 5B	71	60.2%	76	65.5%	N/A	N/A
LEAs Meeting Target 5C	112	94.9%	111	95.7%	N/A	N/A

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

Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	4,699	- - -
Attending REC & receiving majority of SPED services in a REC	1,142	24.3%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	1,160	24.7%
Receiving special education and related services in the home	32	0.7%
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.

Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

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	23	0.6%	---	17	0.4%	---	24	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	398	10.9%	---	346	9.2%	---	353	9.5%	---
Improved functioning to reach a level nearer to same-aged peers	1,007	27.5%	---	1,135	30.0%	---	1,074	28.8%	---
Improved functioning to reach a level comparable to same-aged peers	1,315	35.9%	---	1,355	35.8%	---	1,416	37.9%	---
Maintained functioning at a level comparable to same-aged peers	916	25.0%	---	928	24.5%	---	867	23.2%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	84.7%	NO	---	87.3%	YES	---	86.9%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	61.0%	NO	---	60.4%	NO	---	61.1%	NO

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Total Number of LEAs (2020-21) for All Indicators: 116

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	23	0.6%	---	25	0.7%	---	26	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	426	11.6%	---	405	10.7%	---	383	10.3%	---
Improved functioning to reach a level nearer to same-aged peers	1,084	29.6%	---	1,158	30.7%	---	1,126	30.2%	---
Improved functioning to reach a level comparable to same-aged peers	1,442	39.4%	---	1,521	40.3%	---	1,550	41.5%	---
Maintained functioning at a level comparable to same-aged peers	684	18.7%	---	669	17.7%	---	649	17.4%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	84.9%	NO	---	86.2%	YES	---	86.7%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	58.1%	YES	---	58.0%	YES	---	58.9%	YES



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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	24	0.7%	---	18	0.5%	---	24	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	297	8.1%	---	298	7.9%	---	280	7.5%	---
Improved functioning to reach a level nearer to same-aged peers	657	18.0%	---	674	17.8%	---	692	18.5%	---
Improved functioning to reach a level comparable to same-aged peers	1,251	34.2%	---	1,317	34.8%	---	1,376	36.9%	---
Maintained functioning at a level comparable to same-aged peers	1,429	39.1%	---	1,474	39.0%	---	1,362	36.5%	---
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	---	85.6%	YES	---	86.3%	YES	---	87.2%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	73.3%	NO	---	73.8%	YES	---	73.3%	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	72.9%	NO	80.2%	NO	71.7%	N/A

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

Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

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	0	3
# 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	118	116	116
% 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: 116**

### 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	1	1	12
# 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	118	116	116
% 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>

Region: 10

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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	21,569	17,393	18,219
# of children whose evaluations completed within State established timeline	21,504	17,334	18,201
% of children whose evaluations completed within State established timeline	99.7%	99.7%	99.9%
# of LEAs Meeting Target	106	106	114
% of LEAs Meeting Target	89.8%	91.4%	98.3%

Region: 10

Total Number of LEAs (2020-21) for All Indicators: 116

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	1,713	1,519	1,621
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	150	113	105
# found eligible & IEP developed & implemented by third birthday	1,378	1,224	1,282
# whose parent refusal caused delay in evaluation or initial services	129	125	156
# serviced in Part C less than 90 days before third birthday	46	48	78
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.3%	99.3%	100.0%
# of LEAs Meeting Target	116	110	116
% of LEAs Meeting Target	98.3%	94.8%	100.0%

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Total Number of LEAs (2020-21) for All Indicators: 116

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	3,379	3,537	3,578
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	3,362	3,514	3,575
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.5%	99.3%	99.9%
# of LEAs Meeting Target	113	112	115
% of LEAs Meeting Target	95.8%	96.6%	99.1%

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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	107	20.5%	NO	232	21.2%	NO	316	29.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	298	57.1%	NO	580	53.0%	NO	644	59.9%	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	353	67.6%	NO	717	65.5%	NO	751	69.8%	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%