

Region Summary Tables SPP/APR Indicators 1-14

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Region: 01

Total Number of LEAs (2020-21) for All Indicators: 44

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	2,128	2,216	2,367
Special Ed Graduates	1,705	1,732	1,052
% Special Ed Graduates	80.1%	78.2%	44.4%
# of LEAs Meeting Target	17	14	N/A
% of LEAs Meeting Target	39.5%	31.8%	N/A
# of LEAs With 'N/A'	3	2	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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Total Number of LEAs (2020-21) for All Indicators: 44

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	16,997	17,879	2,377
Special Ed Dropouts	254	246	290
% Special Ed Dropouts	1.5%	1.4%	12.2%
# of LEAs Meeting Target	33	33	N/A
% of LEAs Meeting Target	76.7%	75.0%	N/A
# of LEAs With 'N/A'	0	0	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: 44

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	3,740	---
	Regular assessment without accommodations	135	3.6%
	Regular assessment with accommodations	2,003	53.6%
	Alternate assessment against alternate achievement standards	378	10.1%
	Participants	2,516	67.3%
	Non-participants	1,224	32.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	3,393	---
	Regular assessment without accommodations	91	2.7%
	Regular assessment with accommodations	1,742	51.3%
	Alternate assessment against alternate achievement standards	275	8.1%
	Participants	2,108	62.1%
	Non-participants	1,285	37.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	3,368	---
	Regular assessment without accommodations	189	5.6%
	Regular assessment with accommodations	1,925	57.2%
	Alternate assessment against alternate achievement standards	288	8.6%
	Participants	2,402	71.3%
	Non-participants	966	28.7%
	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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Total Number of LEAs (2020-21) for All Indicators: 44

Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	3,772	---
	Regular assessment without accommodations	139	3.7%
	Regular assessment with accommodations	1,980	52.5%
	Alternate assessment against alternate achievement standards	377	10.0%
	Participants	2,496	66.2%
	Non-participants	1,276	33.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	3,373	---
	Regular assessment without accommodations	80	2.4%
	Regular assessment with accommodations	1,625	48.2%
	Alternate assessment against alternate achievement standards	273	8.1%
	Participants	1,978	58.6%
	Non-participants	1,395	41.4%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	5,478	---
	Regular assessment without accommodations	138	2.5%
	Regular assessment with accommodations	2,660	48.6%
	Alternate assessment against alternate achievement standards	291	5.3%
	Participants	3,089	56.4%
	Non-participants	2,389	43.6%
	LEAs Meeting Target	N/A	N/A

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Region: 01

Total Number of LEAs (2020-21) for All Indicators: 44

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	2,138	---
	Proficient or above regular assessment without accommodations	45	35.4%
	Proficient or above regular assessment with accommodations	82	64.6%
	Total Proficients	127	5.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,833	---
	Proficient or above regular assessment without accommodations	21	18.9%
	Proficient or above regular assessment with accommodations	90	81.1%
	Total Proficients	111	6.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	2,114	---
	Proficient or above regular assessment without accommodations	28	17.1%
	Proficient or above regular assessment with accommodations	136	82.9%
	Total Proficients	164	7.8%
	LEAs Meeting Target	N/A	N/A

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Region: 01

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Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	2,118	---
	Proficient or above regular assessment without accommodations	54	38.9%
	Proficient or above regular assessment with accommodations	85	61.2%
	Total Proficients	139	6.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,705	---
	Proficient or above regular assessment without accommodations	30	25.6%
	Proficient or above regular assessment with accommodations	87	74.4%
	Total Proficients	117	6.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	2,796	---
	Proficient or above regular assessment without accommodations	34	14.7%
	Proficient or above regular assessment with accommodations	198	85.3%
	Total Proficients	232	8.3%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 44

Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	378	---
	Alternate assessment against alternate achievement standards	369	97.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	275	---
	Alternate assessment against alternate achievement standards	272	98.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	288	---
	Alternate assessment against alternate achievement standards	281	97.6%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 44

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	377	---
	Alternate assessment against alternate achievement standards	356	94.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	273	---
	Alternate assessment against alternate achievement standards	270	98.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	291	---
	Alternate assessment against alternate achievement standards	287	98.6%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 44

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	4,137	19.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	127	5.9%
	Proficiency rate gap		13.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,790	28.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	111	6.1%
	Proficiency rate gap		22.0%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,244	25.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	164	7.8%
	Proficiency rate gap		17.2%
	LEAs Meeting Target	N/A	N/A

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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	5,588	26.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	139	6.6%
	Proficiency rate gap		20.4%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	8,336	40.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	117	6.9%
	Proficiency rate gap		33.2%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	13,694	41.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	232	8.3%
	Proficiency rate gap		33.5%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 44

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	43	44	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: 44

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	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	43	44	44
% 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: 44

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	33,976	---	39,588	---	42,640	---
Inside the regular class 80% or more of the day	22,151	65.2%	26,306	66.4%	28,776	67.5%
Inside the regular class less than 40% of the day	5,973	17.6%	7,056	17.8%	7,565	17.7%
In separate school, residential facility or homebound or hospital	460	1.4%	484	1.2%	351	0.8%
LEAs Meeting Target 5A	25	58.1%	27	61.4%	N/A	N/A
LEAs Meeting Target 5B	15	34.9%	16	36.4%	N/A	N/A
LEAs Meeting Target 5C	27	62.8%	29	65.9%	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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Total Number of LEAs (2020-21) for All Indicators: 44

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	1,882	- - -
Attending REC & receiving majority of SPED services in a REC	467	24.8%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	423	22.5%
Receiving special education and related services in the home	24	1.3%
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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Total Number of LEAs (2020-21) for All Indicators: 44

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	13	0.8%	---	8	0.4%	---	16	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	238	15.1%	---	266	14.7%	---	323	18.4%	---
Improved functioning to reach a level nearer to same-aged peers	474	30.2%	---	569	31.3%	---	551	31.4%	---
Improved functioning to reach a level comparable to same-aged peers	644	41.0%	---	677	37.3%	---	610	34.7%	---
Maintained functioning at a level comparable to same-aged peers	202	12.9%	---	295	16.3%	---	256	14.6%	---
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	---	81.7%	NO	---	82.0%	NO	---	77.4%	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	---	53.9%	NO	---	53.6%	NO	---	49.3%	NO

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Total Number of LEAs (2020-21) for All Indicators: 44

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	13	0.8%	---	14	0.8%	---	21	1.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	263	16.7%	---	325	17.9%	---	356	20.3%	---
Improved functioning to reach a level nearer to same-aged peers	517	32.9%	---	570	31.4%	---	598	34.1%	---
Improved functioning to reach a level comparable to same-aged peers	636	40.5%	---	677	37.3%	---	594	33.9%	---
Maintained functioning at a level comparable to same-aged peers	142	9.0%	---	229	12.6%	---	186	10.6%	---
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	---	78.6%	NO	---	76.0%	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	---	49.5%	NO	---	49.9%	NO	---	44.4%	NO

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Total Number of LEAs (2020-21) for All Indicators: 44

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	19	1.2%	---	11	0.6%	---	25	1.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	211	13.4%	---	235	12.9%	---	272	15.5%	---
Improved functioning to reach a level nearer to same-aged peers	318	20.2%	---	380	20.9%	---	414	23.6%	---
Improved functioning to reach a level comparable to same-aged peers	656	41.8%	---	701	38.6%	---	648	36.9%	---
Maintained functioning at a level comparable to same-aged peers	367	23.4%	---	488	26.9%	---	396	22.6%	---
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	---	80.9%	NO	---	81.5%	NO	---	78.2%	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	---	65.1%	NO	---	65.5%	NO	---	59.5%	NO

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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	82.8%	YES	83.9%	YES	83.1%	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: 01

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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	1	0	0
# 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	43	44	44
% 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: 44

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	0	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	43	44	44
% 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: 44

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	7,935	6,558	5,399
# of children whose evaluations completed within State established timeline	7,915	6,556	5,051
% of children whose evaluations completed within State established timeline	99.7%	100.0%	93.6%
# of LEAs Meeting Target	40	42	39
% of LEAs Meeting Target	93.0%	95.5%	88.6%

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Total Number of LEAs (2020-21) for All Indicators: 44

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	971	700	944
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	160	161	114
# found eligible & IEP developed & implemented by third birthday	731	527	634
# whose parent refusal caused delay in evaluation or initial services	53	6	36
# serviced in Part C less than 90 days before third birthday	27	6	79
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	88.7%
# of LEAs Meeting Target	43	44	39
% of LEAs Meeting Target	100.0%	100.0%	88.6%

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Total Number of LEAs (2020-21) for All Indicators: 44

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	1,615	1,779	1,891
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,612	1,779	1,891
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.8%	100.0%	100.0%
# of LEAs Meeting Target	42	44	44
% of LEAs Meeting Target	97.7%	100.0%	100.0%

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Total Number of LEAs (2020-21) for All Indicators: 44

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	34	16.0%	NO	80	17.5%	NO	87	20.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	88	41.5%	NO	186	40.6%	NO	161	37.7%	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	111	52.4%	NO	245	53.5%	NO	212	49.7%	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
7C2	74.0%	74.0%	71.0%
8	81.0%	81.0%	NA
9	0.0%	0.0%	0.0%
10	0.0%	0.0%	0.0%
11	100.0%	100.0%	100.0%
12	100.0%	100.0%	100.0%
13	100.0%	100.0%	100.0%
14A	30.0%	30.0%	30.0%
14B	63.0%	63.0%	63.0%
14C	80.0%	80.0%	80.0%