

Region Summary Tables SPP/APR Indicators 1-14

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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	302	321	331
Special Ed Graduates	258	278	162
% Special Ed Graduates	85.4%	86.6%	48.9%
# of LEAs Meeting Target	33	32	N/A
% of LEAs Meeting Target	76.7%	74.4%	N/A
# of LEAs With 'N/A'	7	3	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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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	2,440	2,546	331
Special Ed Dropouts	31	30	20
% Special Ed Dropouts	1.3%	1.2%	6.0%
# of LEAs Meeting Target	40	41	N/A
% of LEAs Meeting Target	93.0%	95.3%	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>

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	451	- - -
	Regular assessment without accommodations	64	14.2%
	Regular assessment with accommodations	330	73.2%
	Alternate assessment against alternate achievement standards	40	8.9%
	Participants	434	96.2%
	Non-participants	17	3.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	393	- - -
	Regular assessment without accommodations	27	6.9%
	Regular assessment with accommodations	313	79.6%
	Alternate assessment against alternate achievement standards	36	9.2%
	Participants	376	95.7%
	Non-participants	17	4.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	478	- - -
	Regular assessment without accommodations	24	5.0%
	Regular assessment with accommodations	373	78.0%
	Alternate assessment against alternate achievement standards	50	10.5%
	Participants	447	93.5%
	Non-participants	31	6.5%
	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: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	452	- - -
	Regular assessment without accommodations	65	14.4%
	Regular assessment with accommodations	328	72.6%
	Alternate assessment against alternate achievement standards	40	8.9%
	Participants	433	95.8%
	Non-participants	19	4.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	391	- - -
	Regular assessment without accommodations	24	6.1%
	Regular assessment with accommodations	315	80.6%
	Alternate assessment against alternate achievement standards	36	9.2%
	Participants	375	95.9%
	Non-participants	16	4.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	568	- - -
	Regular assessment without accommodations	30	5.3%
	Regular assessment with accommodations	421	74.1%
	Alternate assessment against alternate achievement standards	52	9.2%
	Participants	503	88.6%
	Non-participants	65	11.4%
	LEAs Meeting Target	N/A	N/A

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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	394	---
	Proficient or above regular assessment without accommodations	29	61.7%
	Proficient or above regular assessment with accommodations	18	38.3%
	Total Proficients	47	11.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	340	---
	Proficient or above regular assessment without accommodations	9	31.0%
	Proficient or above regular assessment with accommodations	20	69.0%
	Total Proficients	29	8.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	397	---
	Proficient or above regular assessment without accommodations	6	19.4%
	Proficient or above regular assessment with accommodations	25	80.7%
	Total Proficients	31	7.8%
	LEAs Meeting Target	N/A	N/A

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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	393	---
	Proficient or above regular assessment without accommodations	27	62.8%
	Proficient or above regular assessment with accommodations	16	37.2%
	Total Proficients	43	10.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	339	---
	Proficient or above regular assessment without accommodations	10	47.6%
	Proficient or above regular assessment with accommodations	11	52.4%
	Total Proficients	21	6.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	451	---
	Proficient or above regular assessment without accommodations	12	29.3%
	Proficient or above regular assessment with accommodations	29	70.7%
	Total Proficients	41	9.1%
	LEAs Meeting Target	N/A	N/A

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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	40	---
	Alternate assessment against alternate achievement standards	38	95.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	36	---
	Alternate assessment against alternate achievement standards	36	100.0%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	50	---
	Alternate assessment against alternate achievement standards	47	94.0%
	LEAs Meeting Target	N/A	N/A

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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	40	---
	Alternate assessment against alternate achievement standards	28	70.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	36	---
	Alternate assessment against alternate achievement standards	35	97.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	52	---
	Alternate assessment against alternate achievement standards	48	92.3%
	LEAs Meeting Target	N/A	N/A

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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	1,057	32.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	47	11.9%
	Proficiency rate gap		20.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,371	38.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	29	8.5%
	Proficiency rate gap		30.2%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,279	34.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	31	7.8%
	Proficiency rate gap		26.9%
	LEAs Meeting Target	N/A	N/A

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Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	1,025	31.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	43	10.9%
	Proficiency rate gap		21.0%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,459	41.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	21	6.2%
	Proficiency rate gap		35.2%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,727	44.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	9.1%
	Proficiency rate gap		35.3%
	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.

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	0
# of LEAs Meeting Target	43	43	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: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	43	43	43
% 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: 15

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	4,643	---	5,314	---	5,392	---
Inside the regular class 80% or more of the day	3,363	72.4%	3,953	74.4%	3,997	74.1%
Inside the regular class less than 40% of the day	590	12.7%	637	12.0%	648	12.0%
In separate school, residential facility or homebound or hospital	24	0.5%	24	0.5%	23	0.4%
LEAs Meeting Target 5A	32	74.4%	33	76.7%	N/A	N/A
LEAs Meeting Target 5B	25	58.1%	30	69.8%	N/A	N/A
LEAs Meeting Target 5C	39	90.7%	40	93.0%	N/A	N/A

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

Region: 15**Total Number of LEAs (2020-21) for All Indicators: 43****Indicator 6 : Educational Environment Ages 3-5**

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	378	- - -
Attending REC & receiving majority of SPED services in a REC	34	9.0%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	156	41.3%
Receiving special education and related services in the home	0	0.0%
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: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	1.0%	---		0.4%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	73	34.9%	---	77	30.8%	---	78	35.8%	---
Improved functioning to reach a level nearer to same-aged peers	37	17.7%	---	38	15.2%	---	30	13.8%	---
Improved functioning to reach a level comparable to same-aged peers	55	26.3%	---	78	31.2%	---	75	34.4%	---
Maintained functioning at a level comparable to same-aged peers	42	20.1%	---	56	22.4%	---	35	16.1%	---
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	---	55.1%	NO	---	59.8%	NO	---	57.4%	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	---	46.4%	NO	---	53.6%	NO	---	50.5%	NO

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	2	1.0%	---	2	0.8%	---		0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	72	34.4%	---	76	30.3%	---	76	34.9%	---
Improved functioning to reach a level nearer to same-aged peers	44	21.1%	---	37	14.7%	---	43	19.7%	---
Improved functioning to reach a level comparable to same-aged peers	56	26.8%	---	85	33.9%	---	67	30.7%	---
Maintained functioning at a level comparable to same-aged peers	35	16.7%	---	51	20.3%	---	31	14.2%	---
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	---	57.5%	NO	---	61.0%	NO	---	58.8%	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	---	43.5%	NO	---	54.2%	NO	---	45.0%	NO

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	3	1.4%	---	2	0.8%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	66	31.6%	---	65	25.9%	---	75	34.4%	---
Improved functioning to reach a level nearer to same-aged peers	26	12.4%	---	27	10.8%	---	21	9.6%	---
Improved functioning to reach a level comparable to same-aged peers	61	29.2%	---	69	27.5%	---	74	33.9%	---
Maintained functioning at a level comparable to same-aged peers	53	25.4%	---	88	35.1%	---	48	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	---	55.8%	NO	---	58.9%	NO	---	55.9%	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	---	54.5%	NO	---	62.5%	NO	---	56.0%	NO

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	79.8%	NO	82.2%	YES	72.2%	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: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	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	43	43
% 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: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	0	1	2
# 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	43	43
% 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: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	1,225	1,077	1,085
# of children whose evaluations completed within State established timeline	1,225	1,077	1,076
% of children whose evaluations completed within State established timeline	100.0%	100.0%	99.2%
# of LEAs Meeting Target	43	43	40
% of LEAs Meeting Target	100.0%	100.0%	93.0%

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	130	125	94
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	25	21	9
# found eligible & IEP developed & implemented by third birthday	95	99	78
# whose parent refusal caused delay in evaluation or initial services	4	4	6
# serviced in Part C less than 90 days before third birthday	6	1	1
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	100.0%
# of LEAs Meeting Target	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	308	314	304
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	308	314	304
% 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	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 15

Total Number of LEAs (2020-21) for All Indicators: 43

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	5	12.5%	NO	7	12.7%	NO	14	18.9%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	22	55.0%	NO	30	54.5%	NO	35	47.3%	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	24	60.0%	NO	38	69.1%	NO	50	67.6%	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%