

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 13

Total Number of LEAs (2021-22) for All Indicators: 74

### Indicator 1 : Graduation

| Graduation Category      | FFY 2019<br>Class of 2019 | FFY 2020<br>Class of 2020 | FFY 2021<br>Class of 2021 |
|--------------------------|---------------------------|---------------------------|---------------------------|
| Special Ed Students      | 2,462                     | 2,616                     | 2,837                     |
| Special Ed Graduates     | 1,919                     | 1,266                     | 1,416                     |
| % Special Ed Graduates   | 77.9%                     | 48.4%                     | 49.9%                     |
| # of LEAs Meeting Target | 40                        | N/A                       | 51                        |
| % of LEAs Meeting Target | 54.1%                     | N/A                       | 68.9%                     |
| # of LEAs With 'N/A'     | 16                        | N/A                       | 11                        |

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.

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### Indicator 2 : Dropout

| Dropout Category         | FFY 2019<br>Class of 2019 | FFY 2020<br>Class of 2020 | FFY 2021<br>Class of 2021 |
|--------------------------|---------------------------|---------------------------|---------------------------|
| Special Ed Students      | 21,143                    | 2,623                     | 2,837                     |
| Special Ed Dropouts      | 283                       | 333                       | 453                       |
| % Special Ed Dropouts    | 1.3%                      | 12.7%                     | 16.0%                     |
| # of LEAs Meeting Target | 61                        | N/A                       | 47                        |
| % of LEAs Meeting Target | 82.4%                     | N/A                       | 63.5%                     |
| # of LEAs With 'N/A'     | 7                         | N/A                       | 11                        |

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.

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Total Number of LEAs (2021-22) for All Indicators: 74

Indicator 3A : Math Participation

|       |  | FFY20<br>2020-21 |       | FFY21<br>2021-22 |        |
|-------|--|------------------|-------|------------------|--------|
| Grade | Math Participation   | #                | %     | #                | %      |
| 04    | # of children with IEPs                                      | 4,306            | ---   | 4,404            | ---    |
|       | Regular assessment without accommodations                    | 431              | 10.0% | 505              | 11.5%  |
|       | Regular assessment with accommodations                       | 2,720            | 63.2% | 3,458            | 78.5%  |
|       | Alternate assessment against alternate achievement standards | 307              | 7.1%  | 386              | 8.8%   |
|       | Participants   | 3,458            | 80.3% | 4,349            | 98.8%  |
|       | Non-participants   | 848              | 19.7% | 55               | 1.3%   |
|       | LEAs Meeting Target  | N/A              | N/A   | 63               | 92.7%  |
| 08    | # of children with IEPs                                      | 3,832            | ---   | 4,421            | ---    |
|       | Regular assessment without accommodations                    | 291              | 7.6%  | 408              | 9.2%   |
|       | Regular assessment with accommodations                       | 1,897            | 49.5% | 3,534            | 79.9%  |
|       | Alternate assessment against alternate achievement standards | 249              | 6.5%  | 403              | 9.1%   |
|       | Participants   | 2,437            | 63.6% | 4,345            | 98.3%  |
|       | Non-participants   | 1,395            | 36.4% | 76               | 1.7%   |
|       | LEAs Meeting Target  | N/A              | N/A   | 65               | 100.0% |
| HS    | # of children with IEPs                                      | 4,132            | ---   | 5,687            | ---    |
|       | Regular assessment without accommodations                    | 467              | 11.3% | 527              | 9.3%   |
|       | Regular assessment with accommodations                       | 2,393            | 57.9% | 4,451            | 78.3%  |
|       | Alternate assessment against alternate achievement standards | 312              | 7.6%  | 340              | 6.0%   |
|       | Participants   | 3,172            | 76.8% | 5,318            | 93.5%  |
|       | Non-participants   | 960              | 23.2% | 369              | 6.5%   |
|       | LEAs Meeting Target  | N/A              | N/A   | 47               | 70.2%  |

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### Indicator 3A : Reading Participation

|       |  | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|-------|--|------------------|-------|------------------|-------|
| Grade | Reading Participation  | #                | %     | #                | %     |
| 04    | # of children with IEPs                                      | 4,315            | ---   | 4,410            | ---   |
|       | Regular assessment without accommodations                    | 447              | 10.4% | 525              | 11.9% |
|       | Regular assessment with accommodations                       | 2,705            | 62.7% | 3,434            | 77.9% |
|       | Alternate assessment against alternate achievement standards | 306              | 7.1%  | 386              | 8.8%  |
|       | Participants   | 3,458            | 80.1% | 4,345            | 98.5% |
|       | Non-participants   | 857              | 19.9% | 65               | 1.5%  |
|       | LEAs Meeting Target  | N/A              | N/A   | 63               | 92.7% |
| 08    | # of children with IEPs                                      | 3,582            | ---   | 4,047            | ---   |
|       | Regular assessment without accommodations                    | 210              | 5.9%  | 325              | 8.0%  |
|       | Regular assessment with accommodations                       | 1,690            | 47.2% | 3,241            | 80.1% |
|       | Alternate assessment against alternate achievement standards | 251              | 7.0%  | 398              | 9.8%  |
|       | Participants   | 2,151            | 60.1% | 3,964            | 98.0% |
|       | Non-participants   | 1,431            | 40.0% | 83               | 2.1%  |
|       | LEAs Meeting Target  | N/A              | N/A   | 63               | 96.9% |
| HS    | # of children with IEPs                                      | 5,316            | ---   | 6,801            | ---   |
|       | Regular assessment without accommodations                    | 423              | 8.0%  | 539              | 7.9%  |
|       | Regular assessment with accommodations                       | 2,904            | 54.6% | 5,061            | 74.4% |
|       | Alternate assessment against alternate achievement standards | 292              | 5.5%  | 359              | 5.3%  |
|       | Participants   | 3,619            | 68.1% | 5,959            | 87.6% |
|       | Non-participants   | 1,697            | 31.9% | 842              | 12.4% |
|       | LEAs Meeting Target  | N/A              | N/A   | 25               | 37.3% |

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### Indicator 3B : Math Proficiency - Regular Math

|       |   | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|-------|---|------------------|-------|------------------|-------|
| Grade | Math Proficiency - Regular                                    | #                | %     | #                | %     |
| 04    | # of children with IEPs                                       | 3,151            | ---   | 3,963            | ---   |
|       | Proficient or above regular assessment without accommodations | 197              | 53.1% | 266              | 43.9% |
|       | Proficient or above regular assessment with accommodations    | 174              | 46.9% | 340              | 56.1% |
|       | Total Proficients   | 371              | 11.8% | 606              | 15.3% |
|       | LEAs Meeting Target   | N/A              | N/A   | 16               | 23.9% |
| 08    | # of children with IEPs                                       | 2,188            | ---   | 3,942            | ---   |
|       | Proficient or above regular assessment without accommodations | 113              | 49.6% | 205              | 37.9% |
|       | Proficient or above regular assessment with accommodations    | 115              | 50.4% | 336              | 62.1% |
|       | Total Proficients   | 228              | 10.4% | 541              | 13.7% |
|       | LEAs Meeting Target   | N/A              | N/A   | 15               | 23.1% |
| HS    | # of children with IEPs                                       | 2,860            | ---   | 4,978            | ---   |
|       | Proficient or above regular assessment without accommodations | 80               | 35.4% | 89               | 20.5% |
|       | Proficient or above regular assessment with accommodations    | 146              | 64.6% | 345              | 79.5% |
|       | Total Proficients   | 226              | 7.9%  | 434              | 8.7%  |
|       | LEAs Meeting Target   | N/A              | N/A   | 13               | 19.7% |

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### Indicator 3B : Reading Proficiency - Regular Reading

|       |   | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|-------|---|------------------|-------|------------------|-------|
| Grade | Reading Proficiency - Regular                                 | #                | %     | #                | %     |
| 04    | # of children with IEPs                                       | 3,151            | ---   | 3,959            | ---   |
|       | Proficient or above regular assessment without accommodations | 207              | 55.4% | 345              | 37.0% |
|       | Proficient or above regular assessment with accommodations    | 167              | 44.7% | 588              | 63.0% |
|       | Total Proficients   | 374              | 11.9% | 933              | 23.6% |
|       | LEAs Meeting Target   | N/A              | N/A   | 42               | 62.7% |
| 08    | # of children with IEPs                                       | 1,900            | ---   | 3,566            | ---   |
|       | Proficient or above regular assessment without accommodations | 71               | 41.3% | 177              | 29.3% |
|       | Proficient or above regular assessment with accommodations    | 101              | 58.7% | 427              | 70.7% |
|       | Total Proficients   | 172              | 9.1%  | 604              | 16.9% |
|       | LEAs Meeting Target   | N/A              | N/A   | 33               | 50.8% |
| HS    | # of children with IEPs                                       | 3,326            | ---   | 5,598            | ---   |
|       | Proficient or above regular assessment without accommodations | 114              | 29.7% | 171              | 27.0% |
|       | Proficient or above regular assessment with accommodations    | 270              | 70.3% | 463              | 73.0% |
|       | Total Proficients   | 384              | 11.6% | 634              | 11.3% |
|       | LEAs Meeting Target   | N/A              | N/A   | 19               | 28.8% |

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Indicator 3C : Math Proficiency - Alternate Math

|       |  | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|-------|--|------------------|-------|------------------|-------|
| Grade | Math Proficiency - Alternate                                 | #                | %     | #                | %     |
| 04    | # of children with IEPs                                      | 307              | ---   | 386              | ---   |
|       | Alternate assessment against alternate achievement standards | 273              | 88.9% | 365              | 94.6% |
|       | LEAs Meeting Target  | N/A              | N/A   | 43               | 86.0% |
| 08    | # of children with IEPs                                      | 249              | ---   | 403              | ---   |
|       | Alternate assessment against alternate achievement standards | 234              | 94.0% | 377              | 93.6% |
|       | LEAs Meeting Target  | N/A              | N/A   | 42               | 79.3% |
| HS    | # of children with IEPs                                      | 312              | ---   | 340              | ---   |
|       | Alternate assessment against alternate achievement standards | 289              | 92.6% | 321              | 94.4% |
|       | LEAs Meeting Target  | N/A              | N/A   | 38               | 84.4% |

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Indicator 3C : Reading Proficiency - Alternate Reading

|       |  | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|-------|--|------------------|-------|------------------|-------|
| Grade | Reading Proficiency - Alternate                              | #                | %     | #                | %     |
| 04    | # of children with IEPs                                      | 306              | ---   | 386              | ---   |
|       | Alternate assessment against alternate achievement standards | 250              | 81.7% | 325              | 84.2% |
|       | LEAs Meeting Target  | N/A              | N/A   | 32               | 64.0% |
| 08    | # of children with IEPs                                      | 251              | ---   | 398              | ---   |
|       | Alternate assessment against alternate achievement standards | 233              | 92.8% | 361              | 90.7% |
|       | LEAs Meeting Target  | N/A              | N/A   | 37               | 69.8% |
| HS    | # of children with IEPs                                      | 292              | ---   | 359              | ---   |
|       | Alternate assessment against alternate achievement standards | 279              | 95.6% | 331              | 92.2% |
|       | LEAs Meeting Target  | N/A              | N/A   | 34               | 75.6% |



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

|       |   | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|-------|---|------------------|-------|------------------|-------|
| Grade | Math Gap in Proficiency Rates -<br>All Children vs Children with IEPs   | #                | %     | #                | %     |
| 04    | Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards       | 7,993            | 35.2% | 11,592           | 42.3% |
|       | Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards | 371              | 11.8% | 606              | 15.3% |
|       | Proficiency rate gap  |                  | 23.5% |                  | 27.0% |
|       | LEAs Meeting Target   | N/A              | N/A   | 29               | 40.9% |
| 08    | Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards       | 12,392           | 45.8% | 20,573           | 51.6% |
|       | Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards | 228              | 10.4% | 541              | 13.7% |
|       | Proficiency rate gap  |                  | 35.4% |                  | 37.9% |
|       | LEAs Meeting Target   | N/A              | N/A   | 35               | 51.5% |
| HS    | Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards       | 9,686            | 38.0% | 12,178           | 33.2% |
|       | Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards | 226              | 7.9%  | 434              | 8.7%  |
|       | Proficiency rate gap  |                  | 30.1% |                  | 24.5% |
|       | LEAs Meeting Target   | N/A              | N/A   | 42               | 62.7% |

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

|       |   | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|-------|---|------------------|-------|------------------|-------|
| Grade | Math Gap in Proficiency Rates -<br>All Children vs Children with IEPs   | #                | %     | #                | %     |
| 04    | Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards       | 8,670            | 38.3% | 15,376           | 56.0% |
|       | Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards | 374              | 11.9% | 933              | 23.6% |
|       | Proficiency rate gap  |                  | 26.4% |                  | 32.5% |
|       | LEAs Meeting Target   | N/A              | N/A   | 24               | 33.8% |
| 08    | Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards       | 8,137            | 45.7% | 17,445           | 58.6% |
|       | Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards | 172              | 9.1%  | 604              | 16.9% |
|       | Proficiency rate gap  |                  | 36.7% |                  | 41.6% |
|       | LEAs Meeting Target   | N/A              | N/A   | 28               | 41.2% |
| HS    | Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards       | 14,703           | 51.4% | 20,634           | 49.0% |
|       | Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards | 384              | 11.6% | 634              | 11.3% |
|       | Proficiency rate gap  |                  | 39.8% |                  | 37.6% |
|       | LEAs Meeting Target   | N/A              | N/A   | 39               | 58.2% |

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

| <b>4A : Suspension and Expulsion - Significant Discrepancy</b> | <b>FFY 2019<br/>2019-20</b> | <b>FFY 2020<br/>2020-21</b> | <b>FFY 2021<br/>2021-22</b> |
|--|-----------------------------|-----------------------------|-----------------------------|
| <b># of LEAs with significant discrepancy</b>                  | <b>0</b>                    | <b>2</b>                    | <b>1</b>                    |
| <b># of LEAs Meeting Target</b>                                | <b>74</b>                   | <b>N/A</b>                  | <b>73</b>                   |
| <b>% of LEAs Meeting Target</b>                                | <b>100.0%</b>               | <b>N/A</b>                  | <b>98.7%</b>                |

Methodology changes were made in FFY 2020 to meet federal requirements.

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

| Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity                           | FFY 2019<br>2019-20 | FFY 2020<br>2020-21 | FFY 2021<br>2021-22 |
|---|---------------------|---------------------|---------------------|
| # of LEAs with significant discrepancy  | 0                   | 1                   | 1                   |
| # of LEAs that reported noncompliance related to the review of policies, procedures & practices | 0                   | 0                   | 0                   |
| # of LEAs Meeting Target  | 74                  | 74                  | 74                  |
| % of LEAs Meeting Target  | 100.0%              | 100.0%              | 100.0%              |

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 5 : Education Environments (School Age)

| Educational Environment   | FFY19<br>2019-20 |       | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|---|------------------|-------|------------------|-------|------------------|-------|
|   | #                | %     | #                | %     | #                | %     |
| Total # of students ages 5 who are enrolled in kindergarten and ages 6 through 21 | 44,959           | ---   | 46,072           | ---   | 47,862           | ---   |
| 5A: Inside the regular class 80% or more of the day                               | 32,051           | 71.3% | 33,400           | 72.5% | 35,128           | 73.4% |
| 5B: Inside the regular class less than 40% of the day                             | 4,692            | 10.4% | 4,710            | 10.2% | 4,668            | 9.8%  |
| 5C: In separate school, residential facility or homebound or hospital             | 895              | 2.0%  | 852              | 1.8%  | 953              | 2.0%  |
| LEAs Meeting Target 5A  | 56               | 75.7% | N/A              | N/A   | 50               | 67.6% |
| LEAs Meeting Target 5B  | 63               | 85.1% | N/A              | N/A   | 70               | 94.6% |
| LEAs Meeting Target 5C  | 66               | 89.2% | N/A              | N/A   | 59               | 79.7% |

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

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Indicator 6 : Preschool Environments

| Educational Environment  | FFY20<br>2020-21 |       | FFY21<br>2021-22 |       |
|--|------------------|-------|------------------|-------|
|  | #                | %     | #                | %     |
| Total # of students ages 3, 4, and aged 5 who are enrolled in a preschool program                      | 2,221            | ---   | 2,118            | ---   |
| 6A: Attending REC & receiving majority of SPED and related services in a REC                           | 577              | 26.0% | 571              | 27.0% |
| 6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements | 714              | 32.2% | 642              | 30.3% |
| 6C: Receiving special education and related services in the home                                       | 14               | 0.6%  | 21               | 1.0%  |
| LEAs Meeting Target 6A   | N/A              | N/A   | 45               | 60.8% |
| LEAs Meeting Target 6B   | N/A              | N/A   | 55               | 74.3% |
| LEAs Meeting Target 6C   | N/A              | N/A   | 63               | 85.1% |

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021.

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

| Early Childhood Outcomes   | FFY19<br>2019-20 |       |            | FFY20<br>2020-21 |       |            | FFY21<br>2021-22 |       |            |
|--|------------------|-------|------------|------------------|-------|------------|------------------|-------|------------|
|  | #                | %     | Met Target | #                | %     | Met Target | #                | %     | Met Target |
| Did not improve functioning  | 8                | 0.4%  | ---        | 3                | 0.2%  | ---        | 12               | 0.7%  | ---        |
| Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers  | 175              | 8.5%  | ---        | 191              | 10.2% | ---        | 178              | 10.1% | ---        |
| Improved functioning to reach a level nearer to same-aged peers  | 590              | 28.8% | ---        | 544              | 29.1% | ---        | 513              | 29.0% | ---        |
| Improved functioning to reach a level comparable to same-aged peers  | 780              | 38.0% | ---        | 716              | 38.3% | ---        | 646              | 36.5% | ---        |
| Maintained functioning at a level comparable to same-aged peers  | 499              | 24.3% | ---        | 418              | 22.3% | ---        | 421              | 23.8% | ---        |
| 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 | ---              | 88.2% | YES        | ---              | 86.7% | YES        | ---              | 85.9% | 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   | ---              | 62.3% | NO         | ---              | 60.6% | NO         | ---              | 60.3% | NO         |

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

| Early Childhood Outcomes   | FFY19<br>2019-20 |       |            | FFY20<br>2020-21 |       |            | FFY21<br>2021-22 |       |            |
|--|------------------|-------|------------|------------------|-------|------------|------------------|-------|------------|
|  | #                | %     | Met Target | #                | %     | Met Target | #                | %     | Met Target |
| Did not improve functioning  | 6                | 0.3%  | ---        | 5                | 0.3%  | ---        | 12               | 0.7%  | ---        |
| Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers  | 230              | 11.2% | ---        | 209              | 11.2% | ---        | 216              | 12.2% | ---        |
| Improved functioning to reach a level nearer to same-aged peers  | 605              | 29.5% | ---        | 550              | 29.4% | ---        | 526              | 29.8% | ---        |
| Improved functioning to reach a level comparable to same-aged peers  | 817              | 39.8% | ---        | 773              | 41.3% | ---        | 673              | 38.1% | ---        |
| Maintained functioning at a level comparable to same-aged peers  | 393              | 19.2% | ---        | 335              | 17.9% | ---        | 341              | 19.3% | ---        |
| 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 | ---              | 85.8% | YES        | ---              | 86.1% | YES        | ---              | 84.0% | 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   | ---              | 59.0% | YES        | ---              | 59.2% | YES        | ---              | 57.4% | YES        |



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

| Early Childhood Outcomes   | FFY19<br>2019-20 |       |            | FFY20<br>2020-21 |       |            | FFY21<br>2021-22 |       |            |
|--|------------------|-------|------------|------------------|-------|------------|------------------|-------|------------|
|  | #                | %     | Met Target | #                | %     | Met Target | #                | %     | Met Target |
| Did not improve functioning  | 7                | 0.3%  | ---        | 11               | 0.6%  | ---        | 9                | 0.5%  | ---        |
| Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers  | 138              | 6.7%  | ---        | 128              | 6.8%  | ---        | 151              | 8.5%  | ---        |
| Improved functioning to reach a level nearer to same-aged peers  | 362              | 17.7% | ---        | 324              | 17.3% | ---        | 278              | 15.7% | ---        |
| Improved functioning to reach a level comparable to same-aged peers  | 711              | 34.7% | ---        | 751              | 40.1% | ---        | 680              | 38.4% | ---        |
| Maintained functioning at a level comparable to same-aged peers  | 832              | 40.6% | ---        | 658              | 35.2% | ---        | 651              | 36.8% | ---        |
| 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 | ---              | 88.1% | YES        | ---              | 88.6% | YES        | ---              | 85.7% | 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   | ---              | 75.3% | YES        | ---              | 75.3% | YES        | ---              | 75.2% | YES        |

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Indicator 8 : Parent Involvement

| Parent Involvement  | FFY19<br>2019-20 |            | FFY20<br>2020-21 |            | FFY21<br>2021-22 |            |
|---|------------------|------------|------------------|------------|------------------|------------|
|   | %                | Met Target | %                | Met Target | %                | Met Target |
| % 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 | 76.0%            | NO         | 67.9%            | N/A        | 63.9%            | NO         |

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

Region: 13

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

| Disproportionate Representation - Racial & Ethnic Groups in Special Education & Related Services  | FFY 2019<br>2019-20 | FFY 2020<br>2020-21 | FFY 2021<br>2021-22 |
|---|---------------------|---------------------|---------------------|
| # of LEAs with disproportionate representation  | 1                   | 0                   | 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  | 74                  | 74                  | 74                  |
| % of LEAs Meeting Target  | 100.0%              | 100.0%              | 100.0%              |

Methodology changes were made in FFY 2020 to meet federal requirements.

Region: 13

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

| Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories        | FFY 2019<br>2019-20 | FFY 2020<br>2020-21 | FFY 2021<br>2021-22 |
|---|---------------------|---------------------|---------------------|
| # of LEAs with disproportionate representation  | 1                   | 13                  | 15                  |
| # 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  | 74                  | 74                  | 74                  |
| % of LEAs Meeting Target  | 100.0%              | 100.0%              | 100.0%              |

Methodology changes were made in FFY 2020 to meet federal requirements.

Region: 13

Total Number of LEAs (2021-22) for All Indicators: 74

Indicator 11 : Child Find

| Child Find  | FFY 2019<br>2019-20 | FFY 2020<br>2020-21 | FFY 2021<br>2021-22 |
|---|---------------------|---------------------|---------------------|
| # of children for whom parental consent to evaluate was received            | 8,471               | 8,756               | 11,772              |
| # of children whose evaluations completed within State established timeline | 8,420               | 7,415               | 11,731              |
| % of children whose evaluations completed within State established timeline | 99.4%               | 84.7%               | 99.7%               |
| # of LEAs Meeting Target  | 72                  | 53                  | 64                  |
| % of LEAs Meeting Target  | 97.3%               | 71.6%               | 86.5%               |

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

Region: 13

Total Number of LEAs (2021-22) for All Indicators: 74

Indicator 12 : Early Childhood Transition

| Early Childhood Transition  | FFY 2019<br>2019-20 | FFY 2020<br>2020-21 | FFY 2021<br>2021-22 |
|---|---------------------|---------------------|---------------------|
| # of children served in Part C & referred to Part B for eligibility determination                             | 616                 | 790                 | 396                 |
| # referred determined to be NOT eligible & eligibilities were determined prior to third birthday              | 65                  | 38                  | 48                  |
| # found eligible & IEP developed & implemented by third birthday  | 505                 | 599                 | 305                 |
| # whose parent refusal caused delay in evaluation or initial services   | 20                  | 16                  | 4                   |
| # serviced in Part C less than 90 days before third birthday  | 14                  | 19                  | 39                  |
| % serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday | 97.7%               | 83.5%               | 100.0%              |
| # of LEAs Meeting Target  | 73                  | 70                  | 74                  |
| % of LEAs Meeting Target  | 98.6%               | 94.6%               | 100.0%              |

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

Region: 13

Total Number of LEAs (2021-22) for All Indicators: 74

Indicator 13 : Secondary Transition

| Secondary Transition  | FFY 2019<br>2019-20 | FFY 2020<br>2020-21 | FFY 2021<br>2021-22 |
|---|---------------------|---------------------|---------------------|
| # of youth with disabilities aged 16 & above  | 1,859               | 1,926               | 1,984               |
| # of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services | 1,859               | 1,919               | 1,979               |
| % of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services | 100.0%              | 99.6%               | 99.8%               |
| # of LEAs Meeting Target  | 74                  | 72                  | 73                  |
| % of LEAs Meeting Target  | 100.0%              | 97.3%               | 98.7%               |

Region: 13

Total Number of LEAs (2021-22) for All Indicators: 74

Indicator 14 : Post-School Outcomes

| Post-School Outcomes  | FFY19<br>2019-20 |       |            | FFY20<br>2020-21 |       |            | FFY21<br>2021-22 |       |            |
|---|------------------|-------|------------|------------------|-------|------------|------------------|-------|------------|
|   | #                | %     | Met Target | #                | %     | Met Target | #                | %     | Met Target |
| Enrolled in higher education within one year of leaving high school   | 76               | 17.2% | NO         | 145              | 22.6% | NO         | 166              | 26.5% | NO         |
| Enrolled in higher education or competitively employed within one year of leaving high school   | 260              | 58.7% | NO         | 353              | 55.1% | NO         | 395              | 63.1% | 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 | 320              | 72.2% | NO         | 443              | 69.1% | NO         | 479              | 76.5% | 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 2019 Target | FFY 2020 Target | FFY 2021 Target |
|---------------------|-----------------|-----------------|-----------------|
| 1                   | 88.5%           | N/A             | >=45.00%        |
| 2                   | 1.8%            | N/A             | <=13.00%        |
| 3A Reading Grade 04 | N/A             | N/A             | >=95.00%        |
| 3A Reading Grade 08 | N/A             | N/A             | >=95.00%        |
| 3A Reading Grade HS | N/A             | N/A             | >=95.00%        |
| 3A Math Grade 04    | N/A             | N/A             | >=95.00%        |
| 3A Math Grade 08    | N/A             | N/A             | >=95.00%        |
| 3A Math Grade HS    | N/A             | N/A             | >=95.00%        |
| 3B Reading Grade 04 | N/A             | N/A             | >=14.00%        |
| 3B Reading Grade 08 | N/A             | N/A             | >=12.00%        |
| 3B Reading Grade HS | N/A             | N/A             | >=12.00%        |
| 3B Math Grade 04    | N/A             | N/A             | >=19.00%        |
| 3B Math Grade 08    | N/A             | N/A             | >=20.00%        |
| 3B Math Grade HS    | N/A             | N/A             | >=17.00%        |
| 3C Reading Grade 04 | N/A             | N/A             | >=91.00%        |
| 3C Reading Grade 08 | N/A             | N/A             | >=93.00%        |
| 3C Reading Grade HS | N/A             | N/A             | >=94.00%        |
| 3C Math Grade 04    | N/A             | N/A             | >=94.00%        |
| 3C Math Grade 08    | N/A             | N/A             | >=95.00%        |
| 3C Math Grade HS    | N/A             | N/A             | >=93.00%        |
| 3D Reading Grade 04 | N/A             | N/A             | <=23.00%        |
| 3D Reading Grade 08 | N/A             | N/A             | <=36.00%        |
| 3D Reading Grade HS | N/A             | N/A             | <=38.00%        |
| 3D Math Grade 04    | N/A             | N/A             | <=20.00%        |
| 3D Math Grade 08    | N/A             | N/A             | <=32.00%        |
| 3D Math Grade HS    | N/A             | N/A             | <=26.00%        |
| 4A                  | 0.0%            | N/A             | <=24.00%        |
| 4B                  | 0.0%            | 0.0%            | 0.00%           |
| 5A                  | 68.0%           | N/A             | >=73.00%        |
| 5B                  | 12.0%           | N/A             | <=14.00%        |
| 5C                  | 1.3%            | N/A             | <=1.00%         |
| 6A                  | 33.0%           | N/A             | >=27.00%        |
| 6B                  | 15.0%           | N/A             | <=26.00%        |
| 6C                  | N/A             | N/A             | <=0.85%         |
| 7A1                 | 85.0%           | 85.0%           | >=85.00%        |
| 7A2                 | 63.0%           | 63.0%           | >=63.00%        |
| 7B1                 | 85.0%           | 84.0%           | >=84.00%        |
| 7B2                 | 58.0%           | 56.0%           | >=57.00%        |
| 7C1                 | 85.0%           | 84.0%           | >=85.00%        |

| Indicator  | FFY 2019 Target | FFY 2020 Target | FFY 2021 Target |
|------------|-----------------|-----------------|-----------------|
| <b>7C2</b> | 74.0%           | 71.0%           | >=72.00%        |
| <b>8</b>   | 81.0%           | N/A             | >=81.00%        |
| <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%           | >=31.00%        |
| <b>14B</b> | 63.0%           | 63.0%           | >=64.00%        |
| <b>14C</b> | 80.0%           | 80.0%           | >=81.00%        |