

Region Summary Tables SPP/APR Indicators 1-14

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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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 |

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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 Summary Tables SPP/APR Indicators 1-14

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 Summary Tables SPP/APR Indicators 1-14

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 Summary Tables SPP/APR Indicators 1-14

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 |

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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>

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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 |

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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% |

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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% |