

Region Summary Tables SPP/APR Indicators 1-14

Region: 20

Total Number of LEAs (2020-21) for All Indicators: 83

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	2,815	3,267	3,323
Special Ed Graduates	2,138	2,535	1,629
% Special Ed Graduates	76.0%	77.6%	49.0%
# of LEAs Meeting Target	45	43	N/A
% of LEAs Meeting Target	57.0%	53.8%	N/A
# of LEAs With 'N/A'	13	13	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	22,151	24,895	3,335
Special Ed Dropouts	622	575	512
% Special Ed Dropouts	2.8%	2.3%	15.4%
# of LEAs Meeting Target	56	58	N/A
% of LEAs Meeting Target	70.9%	72.5%	N/A
# of LEAs With 'N/A'	1	1	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: 20

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Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	5,035	---
	Regular assessment without accommodations	612	12.2%
	Regular assessment with accommodations	3,272	65.0%
	Alternate assessment against alternate achievement standards	466	9.3%
	Participants	4,350	86.4%
	Non-participants	685	13.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	4,582	---
	Regular assessment without accommodations	370	8.1%
	Regular assessment with accommodations	2,769	60.4%
	Alternate assessment against alternate achievement standards	428	9.3%
	Participants	3,567	77.9%
	Non-participants	1,015	22.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	4,625	---
	Regular assessment without accommodations	403	8.7%
	Regular assessment with accommodations	2,990	64.7%
	Alternate assessment against alternate achievement standards	409	8.8%
	Participants	3,802	82.2%
	Non-participants	823	17.8%
	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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Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	5,042	---
	Regular assessment without accommodations	631	12.5%
	Regular assessment with accommodations	3,249	64.4%
	Alternate assessment against alternate achievement standards	466	9.2%
	Participants	4,346	86.2%
	Non-participants	696	13.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	4,393	---
	Regular assessment without accommodations	292	6.7%
	Regular assessment with accommodations	2,656	60.5%
	Alternate assessment against alternate achievement standards	429	9.8%
	Participants	3,377	76.9%
	Non-participants	1,016	23.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	6,010	---
	Regular assessment without accommodations	496	8.3%
	Regular assessment with accommodations	3,592	59.8%
	Alternate assessment against alternate achievement standards	418	7.0%
	Participants	4,506	75.0%
	Non-participants	1,504	25.0%
	LEAs Meeting Target	N/A	N/A

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Region: 20

Total Number of LEAs (2020-21) for All Indicators: 83

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	3,884	---
	Proficient or above regular assessment without accommodations	205	54.5%
	Proficient or above regular assessment with accommodations	171	45.5%
	Total Proficients	376	9.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	3,139	---
	Proficient or above regular assessment without accommodations	104	39.0%
	Proficient or above regular assessment with accommodations	163	61.1%
	Total Proficients	267	8.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	3,393	---
	Proficient or above regular assessment without accommodations	67	28.3%
	Proficient or above regular assessment with accommodations	170	71.7%
	Total Proficients	237	7.0%
	LEAs Meeting Target	N/A	N/A

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Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	3,879	---
	Proficient or above regular assessment without accommodations	224	57.7%
	Proficient or above regular assessment with accommodations	164	42.3%
	Total Proficients	388	10.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	2,948	---
	Proficient or above regular assessment without accommodations	108	40.8%
	Proficient or above regular assessment with accommodations	157	59.3%
	Total Proficients	265	9.0%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	4,087	---
	Proficient or above regular assessment without accommodations	123	28.4%
	Proficient or above regular assessment with accommodations	310	71.6%
	Total Proficients	433	10.6%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 83

Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	466	---
	Alternate assessment against alternate achievement standards	428	91.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	428	---
	Alternate assessment against alternate achievement standards	408	95.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	409	---
	Alternate assessment against alternate achievement standards	377	92.2%
	LEAs Meeting Target	N/A	N/A

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Region: 20

Total Number of LEAs (2020-21) for All Indicators: 83

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	466	---
	Alternate assessment against alternate achievement standards	410	88.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	429	---
	Alternate assessment against alternate achievement standards	406	94.6%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	418	---
	Alternate assessment against alternate achievement standards	395	94.5%
	LEAs Meeting Target	N/A	N/A

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Region: 20

Total Number of LEAs (2020-21) for All Indicators: 83

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	8,090	27.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	376	9.7%
	Proficiency rate gap		18.2%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	13,171	36.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	267	8.5%
	Proficiency rate gap		27.9%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	9,180	30.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	237	7.0%
	Proficiency rate gap		23.1%
	LEAs Meeting Target	N/A	N/A

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

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	9,483	32.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	388	10.0%
	Proficiency rate gap		22.4%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	11,975	42.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	265	9.0%
	Proficiency rate gap		33.2%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	17,867	47.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	433	10.6%
	Proficiency rate gap		36.6%
	LEAs Meeting Target	N/A	N/A

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Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	1
# of LEAs Meeting Target	79	80	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: 20

Total Number of LEAs (2020-21) for All Indicators: 83

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	79	80	83
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	46,495	---	54,170	---	56,551	---
Inside the regular class 80% or more of the day	34,438	74.1%	41,103	75.9%	43,311	76.6%
Inside the regular class less than 40% of the day	6,525	14.0%	7,195	13.3%	7,336	13.0%
In separate school, residential facility or homebound or hospital	531	1.1%	618	1.1%	650	1.1%
LEAs Meeting Target 5A	65	82.3%	72	90.0%	N/A	N/A
LEAs Meeting Target 5B	42	53.2%	50	62.5%	N/A	N/A
LEAs Meeting Target 5C	68	86.1%	70	87.5%	N/A	N/A

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

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Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	3,350	---
Attending REC & receiving majority of SPED services in a REC	1,340	40.0%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	434	13.0%
Receiving special education and related services in the home	35	1.0%
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.

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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	6	0.3%	---	7	0.3%	---	13	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	162	7.3%	---	231	9.0%	---	221	8.9%	---
Improved functioning to reach a level nearer to same-aged peers	574	25.8%	---	674	26.3%	---	669	27.1%	---
Improved functioning to reach a level comparable to same-aged peers	927	41.7%	---	1,042	40.7%	---	1,048	42.4%	---
Maintained functioning at a level comparable to same-aged peers	552	24.9%	---	606	23.7%	---	520	21.0%	---
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	---	89.9%	YES	---	87.8%	YES	---	88.0%	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	---	66.6%	YES	---	64.4%	YES	---	63.5%	YES

Region: 20

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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	8	0.4%	---	10	0.4%	---	13	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	155	7.0%	---	215	8.4%	---	242	9.8%	---
Improved functioning to reach a level nearer to same-aged peers	622	28.0%	---	736	28.8%	---	689	27.9%	---
Improved functioning to reach a level comparable to same-aged peers	959	43.2%	---	1,046	40.9%	---	1,080	43.7%	---
Maintained functioning at a level comparable to same-aged peers	475	21.4%	---	551	21.5%	---	447	18.1%	---
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	---	90.7%	YES	---	88.8%	YES	---	87.4%	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	---	64.6%	YES	---	62.4%	YES	---	61.8%	YES

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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	13	0.6%	---	9	0.4%	---	13	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	121	5.5%	---	169	6.6%	---	181	7.3%	---
Improved functioning to reach a level nearer to same-aged peers	364	16.4%	---	460	18.0%	---	428	17.3%	---
Improved functioning to reach a level comparable to same-aged peers	900	40.6%	---	956	37.4%	---	981	39.7%	---
Maintained functioning at a level comparable to same-aged peers	820	37.0%	---	965	37.7%	---	868	35.1%	---
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	---	90.4%	YES	---	88.8%	YES	---	87.9%	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	---	77.5%	YES	---	75.1%	YES	---	74.8%	YES

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Indicator 8 : Parent Involvement

Parent Involvement	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services	76.3%	NO	78.3%	NO	71.9%	N/A

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

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

Disproportionality - Racial & Ethnic Groups in Special Education & Related Services	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	1	3	4
# 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	79	80	83
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at <https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators>

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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	3	1	8
# 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	79	80	83
% 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: 20

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Indicator 11 : Child Find

Child Find	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children for whom parental consent to evaluate was received	12,970	10,023	10,893
# of children whose evaluations completed within State established timeline	12,907	10,014	10,797
% of children whose evaluations completed within State established timeline	99.5%	99.9%	99.1%
# of LEAs Meeting Target	73	78	72
% of LEAs Meeting Target	92.4%	97.5%	86.7%

Region: 20

Total Number of LEAs (2020-21) for All Indicators: 83

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children served in Part C & referred to Part B for eligibility determination	1,778	1,502	1,608
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	267	229	158
# found eligible & IEP developed & implemented by third birthday	1,350	1,119	1,228
# whose parent refusal caused delay in evaluation or initial services	122	115	175
# serviced in Part C less than 90 days before third birthday	39	38	40
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	99.9%	99.4%
# of LEAs Meeting Target	79	79	79
% of LEAs Meeting Target	100.0%	98.8%	95.2%

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Total Number of LEAs (2020-21) for All Indicators: 83

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	2,119	2,245	2,451
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	2,113	2,236	2,451
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.7%	99.6%	100.0%
# of LEAs Meeting Target	77	77	83
% of LEAs Meeting Target	97.5%	96.3%	100.0%

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Indicator 14 : Post School Outcomes

Post School Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	44	16.9%	NO	127	17.7%	NO	162	22.2%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	121	46.5%	NO	338	47.2%	NO	366	50.2%	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	163	62.7%	NO	464	64.8%	NO	446	61.2%	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%