

About the 2026 LEA State Performance Plan Indicator Report

The Individuals with Disabilities Education Act (IDEA) requires states to develop a State Performance Plan/Annual Performance Report (SPP/APR). Data are collected on 18 State Performance Plan Indicators (SPPI) measuring either compliance or performance. Performance indicators measure progress toward state identified targets, while compliance indicators measure adherence to the requirements of IDEA.

States are required to publicly report school system outcomes against SPP Indicator targets 1-14¹ no later than 120 days following the state's SPP/APR submission. ([20 U.S.C. §1416\(b\)\(2\)\(C\)\(ii\)\(I\)](#); [34 CFR §300.602\(b\)\(1\)\(i\)\(A\)](#)). Each spring, the Texas Education Agency (TEA) publishes the SPP Indicator Reports for local educational agencies (LEA) on the [SPP Public Report Generator webpage](#).

Target Setting

The US Department of Education's Office of Special Education Programs (OSEP) sets targets for the following SPP compliance indicators.

0% Compliance Target

- **SPPI 4B** Suspension and Expulsion Rate (Significant Discrepancy & Policies, Procedures or Practices that Contribute to the Significant Discrepancy)
- **SPPI 9** Disproportionate Representation (Inappropriate Identification)
- **SPPI 10** Disproportionate Representation (Inappropriate Identification in Specific Disability Categories)

100% Compliance Target

- **SPPI 11** Child Find (Timely Initial Evaluation)
- **SPPI 12** Early Childhood Transition
- **SPPI 13** Secondary Transition

The Texas Continuous Improvement Steering Committee (TCISC), whose members represent diverse perspectives, provides input to TEA, who then sets targets for the following SPP performance indicators.

Results Indicators

- **SPPI 1** Graduation Rate
- **SPPI 2** Dropout Rate
- **SPPI 3A-D** Participation and Performance Rates on State Assessments
- **SPPI 4A** Suspension and Expulsion Rate
- **SPPI 5A-C** Education Environments (School Age)
- **SPPI 6A-C** Preschool Environments
- **SPPI 7A-C** Preschool Outcomes
- **SPPI 8** Parent Involvement
- **SPPI 14A-C** Post-School Outcomes

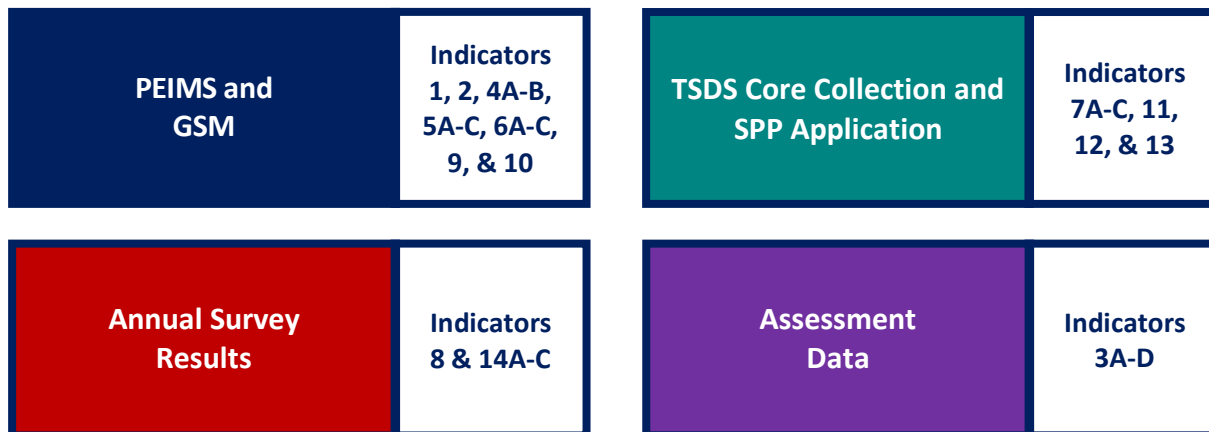
The methodologies for each of the indicators are available on their respective webpages. Links to the indicator webpages can be found on the [State Performance Plan Indicator webpage](#). Indicator targets for the FFY 2020–2025 reporting cycle are located in the [SPP/APR Targets Guidance Document](#).

Data Sources

TEA uses different data sources to complete the [SPP Indicator Reports](#), including the Public Education

¹ Indicators 15-18 are reported at the state level only and not included in the school system reports.

Information Management System (PEIMS) and general supervision and monitoring system (GSM), the Texas Student Data System (TSDS) Core Collection and the SPP application in the Texas Education Agency Login (TEAL), annual survey results, and the statewide assessments.



Reading the Report

The TEA business rules and data processing requirements for reporting values in the [SPP Indicator Reports](#) are divided into two groups:

- **Group One:** SPP Indicators 1, 2, 3, 5, 6, 7, 8, 11, 12, 13, and 14.
- **Group Two:** SPP Indicators 4A, 4B, 9, and 10.

Group One Mapping (SPP Indicators 1-3, 5-8, and 11-14)

Rate	Met State Target	Description
NR (Not Reported)	NR	Rate is “NR” and Met State Target is “NR” because LEA has “No Data” or indicator is “Not Applicable.”
0.0%	No	Rate is 0.0% and Met State Target is “No” because Rate is less than [State Target].
$0.0\% \leq \text{Rate} < [\text{State Target}]$	No	Rate is greater than or equal to 0.0% but less than the [State Target] and Met State Target is “No” because Rate is less than [State Target].
$\text{Rate} \geq [\text{State Target}]$	Yes	Rate is greater than or equal to the [State Target] and Met State Target is “Yes” because Rate is equal to or greater than [State Target].

Examples:

- If **Rate** = “NR,” then **Met State Target** = “NR.”
Example 1: LEA was included in the SPPI 8 sample but did not return data, resulting in “NR” because the LEA had “No Data”.
Example 2: LEA was not included in the SPPI 8 sample, resulting in “NR” because this indicator was “Not Applicable” to the LEA.
- If **Rate** = 0.0%, then **Met State Target** = “No.”
- If $1.0\% \leq \text{Rate} < [\text{State Target}]$, then **Met State Target** = “No.”
Example: If the [State Target] is 46.0% and the **Rate** column includes values ranging from 1.0% to 45.9%, then **Met State Target** is “No.”
- If $\text{Rate} \geq [\text{State Target}]$, then **Met State Target** = “Yes.”

Example: If the [State Target] is 46.0% and the **Rate** column includes values ranging from 46.0% or higher, then **Met State Target** is “Yes.”

Group Two Mapping (*SPP Indicators 4A, 4B, 9, and 10*)

Rate	Met State Target	Description
NR (Not Reported)	NR	Rate is “NR” and Met State Target is “NR” because LEA has “No Data,” indicator is “Not Applicable,” or LEA did not meet minimum size requirement (MSR).
No	Yes	Rate is “No” and Met State Target is “Yes” because LEA met minimum size requirement (MSR) but did not exceed the threshold.
Yes	Yes	Rate is “Yes” and Met State Target is “Yes” because LEA met minimum size requirement (MSR), exceeded threshold, and policies, procedures, and practices were determined acceptable.
Yes	No	Rate is “Yes” and Met State Target is “No” because LEA met minimum size requirement (MSR), exceeded threshold, and policies, procedures, and practices were determined not acceptable.

Examples:

- If **Rate** = “NR,” then **Met State Target** = “NR.”
Example 1: LEA does not meet MSR
Example 2: LEA has “No Data”.
Example 3: Indicator “Not Applicable” to LEA.
- If **Rate** = “No” (met MSR but did not exceed threshold), then **Met State Target** = “Yes.”
- If **Rate** = “Yes” (met MSR, exceeded threshold, and policies, procedures, and practices were determined acceptable), then **Met State Target** = “Yes.”
- If **Rate** = “Yes” (met MSR, exceeded threshold, and policies, procedures, and practices were determined not acceptable), then **Met State Target** = “No.”

SPP Indicator Measurements

The following table provides measurement descriptions for each Indicator. Detailed information about the data sources, measurements, and instructions can be found in the [SPP/APR Measurement Table](#).

No.	Indicator	Measurement
1	Graduation	Percent of youth with individualized education programs (IEPs) exiting special education due to graduating with a regular high school diploma.
2	Dropout	Percent of youth with IEPs who exit special education due to dropping out.
3A	Statewide Assessment Participation	Participation rate for children with IEPs.
3B	Statewide Assessment Proficiency	Proficiency rate for children with IEPs against grade level academic achievement standards.

3C	Statewide Assessment Proficiency	Proficiency rate for children with IEPs against alternate academic achievement standards.
3D	Statewide Assessment Gap in Proficiency Rates	Gap in proficiency rates for children with IEPs and for all students against grade level academic achievement standards.
4A	Suspension and Expulsion	Percent of LEAs that have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
4B	Suspension and Expulsion	Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures, or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
5A	Education Environments, School Age	Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day.
5B	Education Environments, School Age	Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day.
5C	Education Environments, School Age	Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.
6A	Preschool Environments	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
6B	Preschool Environments	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility.
6C	Preschool Environments	Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program receiving special education and related services in the home.
7A	Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (including social relationships).
7B	Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy).
7C	Early Childhood Outcomes	Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.
8	Parent Involvement	Percent 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.

9	Disproportionate Representation in Special Education	Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
10	Disproportionate Representation in Disability Categories	Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
11	Child Find (Timely Initial Evaluation)	Percent of children who had a completed initial evaluation within 45 instructional days after the school system received signed, written parental consent unless specified exception apply (Note. Texas has opted to use its own timeline for initial evaluations, in accordance with the allowance provided by 34 CFR §300.301(c)(1)(ii) . ²
12	Early Childhood Transition	Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
13	Secondary Transition	Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate, measurable, postsecondary goals that are annually updated and based on an age-appropriate transition assessment; transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals; and annual IEP goals related to the student’s transition service needs. There also must be evidence that the student was invited to the Admission, Review, and Dismissal (ARD) Committee meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the ARD meeting with prior consent of the parent or student who has reached the age of majority.
14A	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.
14B	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.
14C	Post-School Outcomes	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were 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.

² Texas Administrative Code §89.1011 establishes a State evaluation timeframe.