

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	354	359	358
Special Ed Graduates	286	136	147
% Special Ed Graduates	80.8%	37.9%	41.1%
# of LEAs Meeting Target	21	N/A	19
% of LEAs Meeting Target	53.8%	N/A	50.0%
# of LEAs With 'N/A'	7	N/A	8

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.

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 2 : Dropout

Dropout Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	2,801	359	358
Special Ed Dropouts	36	21	29
% Special Ed Dropouts	1.3%	5.9%	8.1%
# of LEAs Meeting Target	30	N/A	33
% of LEAs Meeting Target	76.9%	N/A	86.8%
# of LEAs With 'N/A'	2	N/A	8

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.

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	458	---	508	---
	Regular assessment without accommodations	43	9.4%	44	8.7%
	Regular assessment with accommodations	347	75.8%	416	81.9%
	Alternate assessment against alternate achievement standards	47	10.3%	47	9.3%
	Participants	437	95.4%	507	99.8%
	Non-participants	21	4.6%	1	0.2%
	LEAs Meeting Target	N/A	N/A	34	100.0%
08	# of children with IEPs	470	---	483	---
	Regular assessment without accommodations	14	3.0%	19	3.9%
	Regular assessment with accommodations	367	78.1%	418	86.5%
	Alternate assessment against alternate achievement standards	48	10.2%	43	8.9%
	Participants	429	91.3%	480	99.4%
	Non-participants	41	8.7%	3	0.6%
	LEAs Meeting Target	N/A	N/A	32	97.0%
HS	# of children with IEPs	581	---	676	---
	Regular assessment without accommodations	16	2.8%	27	4.0%
	Regular assessment with accommodations	470	80.9%	575	85.1%
	Alternate assessment against alternate achievement standards	41	7.1%	54	8.0%
	Participants	527	90.7%	656	97.0%
	Non-participants	54	9.3%	20	3.0%
	LEAs Meeting Target	N/A	N/A	30	96.8%

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	458	---	508	---
	Regular assessment without accommodations	42	9.2%	43	8.5%
	Regular assessment with accommodations	346	75.6%	415	81.7%
	Alternate assessment against alternate achievement standards	47	10.3%	47	9.3%
	Participants	435	95.0%	505	99.4%
	Non-participants	23	5.0%	3	0.6%
	LEAs Meeting Target	N/A	N/A	34	100.0%
08	# of children with IEPs	469	---	481	---
	Regular assessment without accommodations	14	3.0%	16	3.3%
	Regular assessment with accommodations	362	77.2%	417	86.7%
	Alternate assessment against alternate achievement standards	48	10.2%	43	8.9%
	Participants	424	90.4%	476	99.0%
	Non-participants	45	9.6%	5	1.0%
	LEAs Meeting Target	N/A	N/A	31	93.9%
HS	# of children with IEPs	650	---	800	---
	Regular assessment without accommodations	26	4.0%	25	3.1%
	Regular assessment with accommodations	491	75.5%	657	82.1%
	Alternate assessment against alternate achievement standards	41	6.3%	54	6.8%
	Participants	558	85.9%	736	92.0%
	Non-participants	92	14.2%	64	8.0%
	LEAs Meeting Target	N/A	N/A	17	54.8%

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	390	---	460	---
	Proficient or above regular assessment without accommodations	17	40.5%	25	51.0%
	Proficient or above regular assessment with accommodations	25	59.5%	24	49.0%
	Total Proficients	42	10.8%	49	10.7%
	LEAs Meeting Target	N/A	N/A	12	35.3%
08	# of children with IEPs	381	---	437	---
	Proficient or above regular assessment without accommodations	5	19.2%	10	27.8%
	Proficient or above regular assessment with accommodations	21	80.8%	26	72.2%
	Total Proficients	26	6.8%	36	8.2%
	LEAs Meeting Target	N/A	N/A	6	18.8%
HS	# of children with IEPs	486	---	602	---
	Proficient or above regular assessment without accommodations	5	11.9%	4	14.8%
	Proficient or above regular assessment with accommodations	37	88.1%	23	85.2%
	Total Proficients	42	8.6%	27	4.5%
	LEAs Meeting Target	N/A	N/A	1	3.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	388	---	458	---
	Proficient or above regular assessment without accommodations	18	54.6%	28	36.8%
	Proficient or above regular assessment with accommodations	15	45.5%	48	63.2%
	Total Proficients	33	8.5%	76	16.6%
	LEAs Meeting Target	N/A	N/A	18	52.9%
08	# of children with IEPs	376	---	433	---
	Proficient or above regular assessment without accommodations	7	25.9%	8	19.5%
	Proficient or above regular assessment with accommodations	20	74.1%	33	80.5%
	Total Proficients	27	7.2%	41	9.5%
	LEAs Meeting Target	N/A	N/A	12	37.5%
HS	# of children with IEPs	516	---	682	---
	Proficient or above regular assessment without accommodations	10	30.3%	7	23.3%
	Proficient or above regular assessment with accommodations	23	69.7%	23	76.7%
	Total Proficients	33	6.4%	30	4.4%
	LEAs Meeting Target	N/A	N/A	2	6.5%

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	47	---	47	---
	Alternate assessment against alternate achievement standards	47	100.0%	47	100.0%
	LEAs Meeting Target	N/A	N/A	20	100.0%
08	# of children with IEPs	48	---	43	---
	Alternate assessment against alternate achievement standards	45	93.8%	39	90.7%
	LEAs Meeting Target	N/A	N/A	15	83.3%
HS	# of children with IEPs	41	---	54	---
	Alternate assessment against alternate achievement standards	35	85.4%	53	98.2%
	LEAs Meeting Target	N/A	N/A	18	100.0%

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	47	---	47	---
	Alternate assessment against alternate achievement standards	41	87.2%	37	78.7%
	LEAs Meeting Target	N/A	N/A	10	50.0%
08	# of children with IEPs	48	---	43	---
	Alternate assessment against alternate achievement standards	43	89.6%	38	88.4%
	LEAs Meeting Target	N/A	N/A	13	72.2%
HS	# of children with IEPs	41	---	54	---
	Alternate assessment against alternate achievement standards	36	87.8%	50	92.6%
	LEAs Meeting Target	N/A	N/A	15	83.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

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

		FFY20 2020-21		FFY21 2021-22	
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	1,262	36.9%	1,473	42.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	42	10.8%	49	10.7%
	Proficiency rate gap		26.1%		32.3%
	LEAs Meeting Target	N/A	N/A	14	36.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,975	46.5%	1,836	43.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	26	6.8%	36	8.2%
	Proficiency rate gap		39.6%		35.4%
	LEAs Meeting Target	N/A	N/A	19	51.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,328	34.6%	1,515	33.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	42	8.6%	27	4.5%
	Proficiency rate gap		26.0%		28.8%
	LEAs Meeting Target	N/A	N/A	12	38.7%

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

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

		FFY20 2020-21		FFY21 2021-22	
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	1,171	34.3%	1,681	49.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	8.5%	76	16.6%
	Proficiency rate gap		25.8%		32.4%
	LEAs Meeting Target	N/A	N/A	18	47.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,635	43.5%	1,971	50.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	27	7.2%	41	9.5%
	Proficiency rate gap		36.3%		41.0%
	LEAs Meeting Target	N/A	N/A	18	48.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,919	41.5%	2,134	39.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	6.4%	30	4.4%
	Proficiency rate gap		35.1%		35.1%
	LEAs Meeting Target	N/A	N/A	17	54.8%

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	39	N/A	38
% of LEAs Meeting Target	100.0%	N/A	100.0%

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

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

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

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	1	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	39	39	38
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Region: 03

Indicator 5 : Education Environments (School Age)

Educational Environment	FFY19 2019-20		FFY20 2020-21		FFY21 2021-22	
	#	%	#	%	#	%
Total # of students ages 5 who are enrolled in kindergarten and ages 6 through 21	5,744	---	5,803	---	5,984	---
5A: Inside the regular class 80% or more of the day	3,848	67.0%	3,946	68.0%	4,160	69.5%
5B: Inside the regular class less than 40% of the day	755	13.1%	754	13.0%	750	12.5%
5C: In separate school, residential facility or homebound or hospital	37	0.6%	41	0.7%	49	0.8%
LEAs Meeting Target 5A	26	66.7%	N/A	N/A	23	60.5%
LEAs Meeting Target 5B	23	59.0%	N/A	N/A	29	76.3%
LEAs Meeting Target 5C	34	87.2%	N/A	N/A	26	68.4%

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

Region: 03

Indicator 6 : Preschool Environments

Educational Environment	FFY20 2020-21		FFY21 2021-22	
	#	%	#	%
Total # of students ages 3, 4, and aged 5 who are enrolled in a preschool program	424	---	370	---
6A: Attending REC & receiving majority of SPED and related services in a REC	92	21.7%	67	18.1%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	133	31.4%	109	29.5%
6C: Receiving special education and related services in the home	7	1.7%	5	1.4%
LEAs Meeting Target 6A	N/A	N/A	13	34.2%
LEAs Meeting Target 6B	N/A	N/A	27	71.1%
LEAs Meeting Target 6C	N/A	N/A	34	89.5%

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

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

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

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.4%	---	0	0.0%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	12	4.7%	---	25	9.6%	---	25	8.9%	---
Improved functioning to reach a level nearer to same-aged peers	67	26.2%	---	61	23.4%	---	89	31.7%	---
Improved functioning to reach a level comparable to same-aged peers	132	51.6%	---	130	49.8%	---	119	42.4%	---
Maintained functioning at a level comparable to same-aged peers	44	17.2%	---	45	17.2%	---	48	17.1%	---
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	---	93.9%	YES	---	88.4%	YES	---	89.3%	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	---	68.8%	YES	---	67.1%	YES	---	59.4%	NO

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

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

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	2	0.8%	---	2	0.8%	---		0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	16	6.3%	---	25	9.6%	---	23	8.2%	---
Improved functioning to reach a level nearer to same-aged peers	70	27.3%	---	67	25.7%	---	93	33.1%	---
Improved functioning to reach a level comparable to same-aged peers	121	47.3%	---	122	46.7%	---	112	39.9%	---
Maintained functioning at a level comparable to same-aged peers	47	18.4%	---	45	17.2%	---	52	18.5%	---
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	---	91.4%	YES	---	87.5%	YES	---	89.5%	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	---	65.6%	YES	---	64.0%	YES	---	58.4%	YES

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

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

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	3	1.2%	---		0.4%	---		0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	10	3.9%	---	26	10.0%	---	19	6.8%	---
Improved functioning to reach a level nearer to same-aged peers	45	17.6%	---	44	16.9%	---	63	22.4%	---
Improved functioning to reach a level comparable to same-aged peers	114	44.5%	---	109	41.8%	---	121	43.1%	---
Maintained functioning at a level comparable to same-aged peers	84	32.8%	---	81	31.0%	---	77	27.4%	---
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	---	92.4%	YES	---	85.0%	YES	---	90.2%	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	---	77.3%	YES	---	72.8%	YES	---	70.5%	NO

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 8 : Parent Involvement

Parent Involvement	FFY19 2019-20		FFY20 2020-21		FFY21 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	82.9%	YES	73.8%	N/A	74.1%	NO

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

Region: 03

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

Disproportionate Representation - Racial & Ethnic Groups in Special Education & Related Services	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	1	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	39	39	38
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Region: 03

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	0	5	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	39	39	38
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 11 : Child Find

Child Find	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children for whom parental consent to evaluate was received	1,014	1,094	1,356
# of children whose evaluations completed within State established timeline	1,014	1,073	1,356
% of children whose evaluations completed within State established timeline	100.0%	98.1%	100.0%
# of LEAs Meeting Target	39	34	38
% of LEAs Meeting Target	100.0%	87.2%	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: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children served in Part C & referred to Part B for eligibility determination	179	233	214
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	46	74	42
# found eligible & IEP developed & implemented by third birthday	127	143	134
# whose parent refusal caused delay in evaluation or initial services	3	13	2
# serviced in Part C less than 90 days before third birthday	1	3	36
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	98.4%	100.0%	100.0%
# of LEAs Meeting Target	38	39	38
% of LEAs Meeting Target	97.4%	100.0%	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: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of youth with disabilities aged 16 & above	355	391	387
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	355	391	387
% 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	39	39	38
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 03

Total Number of LEAs (2021-22) for All Indicators: 38

Indicator 14 : Post-School Outcomes

Post-School Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	4	5.7%	NO	10	11.5%	NO	22	25.6%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	39	55.7%	NO	38	43.7%	NO	56	65.1%	YES
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	51	72.9%	NO	51	58.6%	NO	65	75.6%	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 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
7C2	74.0%	71.0%	>=72.00%
8	81.0%	N/A	>=81.00%
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%	>=31.00%
14B	63.0%	63.0%	>=64.00%
14C	80.0%	80.0%	>=81.00%