

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 10

Total Number of LEAs (2021-22) for All Indicators: 116

### Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	4,955	5,094	5,543
Special Ed Graduates	3,834	2,130	2,757
% Special Ed Graduates	77.4%	41.8%	49.7%
# of LEAs Meeting Target	67	N/A	81
% of LEAs Meeting Target	57.8%	N/A	69.8%
# of LEAs With 'N/A'	18	N/A	16

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 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	38,184	5,120	5,543
Special Ed Dropouts	707	741	935
% Special Ed Dropouts	1.9%	14.5%	16.9%
# of LEAs Meeting Target	104	N/A	85
% of LEAs Meeting Target	89.7%	N/A	73.3%
# of LEAs With 'N/A'	4	N/A	16

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: 10

Total Number of LEAs (2021-22) for All Indicators: 116

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	8,471	---	9,082	---
	Regular assessment without accommodations	1,203	14.2%	1,187	13.1%
	Regular assessment with accommodations	5,800	68.5%	6,769	74.5%
	Alternate assessment against alternate achievement standards	829	9.8%	1,054	11.6%
	Participants	7,832	92.5%	9,010	99.2%
	Non-participants	639	7.5%	72	0.8%
	LEAs Meeting Target	N/A	N/A	102	94.4%
08	# of children with IEPs	7,599	---	8,427	---
	Regular assessment without accommodations	750	9.9%	680	8.1%
	Regular assessment with accommodations	5,102	67.1%	6,716	79.7%
	Alternate assessment against alternate achievement standards	720	9.5%	896	10.6%
	Participants	6,572	86.5%	8,292	98.4%
	Non-participants	1,027	13.5%	135	1.6%
	LEAs Meeting Target	N/A	N/A	103	95.4%
HS	# of children with IEPs	7,309	---	9,969	---
	Regular assessment without accommodations	726	9.9%	835	8.4%
	Regular assessment with accommodations	4,942	67.6%	7,779	78.0%
	Alternate assessment against alternate achievement standards	744	10.2%	925	9.3%
	Participants	6,412	87.7%	9,539	95.7%
	Non-participants	897	12.3%	430	4.3%
	LEAs Meeting Target	N/A	N/A	89	86.4%

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### Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	8,500	---	9,091	---
	Regular assessment without accommodations	1,242	14.6%	1,208	13.3%
	Regular assessment with accommodations	5,769	67.9%	6,749	74.2%
	Alternate assessment against alternate achievement standards	828	9.7%	1,054	11.6%
	Participants	7,839	92.2%	9,011	99.1%
	Non-participants	661	7.8%	80	0.9%
	LEAs Meeting Target	N/A	N/A	102	94.4%
08	# of children with IEPs	7,026	---	7,596	---
	Regular assessment without accommodations	584	8.3%	508	6.7%
	Regular assessment with accommodations	4,749	67.6%	6,061	79.8%
	Alternate assessment against alternate achievement standards	720	10.3%	896	11.8%
	Participants	6,053	86.2%	7,465	98.3%
	Non-participants	973	13.9%	131	1.7%
	LEAs Meeting Target	N/A	N/A	104	96.3%
HS	# of children with IEPs	9,856	---	12,294	---
	Regular assessment without accommodations	912	9.3%	793	6.5%
	Regular assessment with accommodations	5,685	57.7%	8,969	73.0%
	Alternate assessment against alternate achievement standards	743	7.5%	908	7.4%
	Participants	7,340	74.5%	10,670	86.8%
	Non-participants	2,516	25.5%	1,624	13.2%
	LEAs Meeting Target	N/A	N/A	42	40.8%

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

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	7,003	---	7,956	---
	Proficient or above regular assessment without accommodations	672	55.4%	728	48.1%
	Proficient or above regular assessment with accommodations	542	44.7%	785	51.9%
	Total Proficients	1,214	17.3%	1,513	19.0%
	LEAs Meeting Target	N/A	N/A	46	43.0%
08	# of children with IEPs	5,852	---	7,396	---
	Proficient or above regular assessment without accommodations	316	42.5%	333	31.4%
	Proficient or above regular assessment with accommodations	427	57.5%	729	68.6%
	Total Proficients	743	12.7%	1,062	14.4%
	LEAs Meeting Target	N/A	N/A	26	24.3%
HS	# of children with IEPs	5,668	---	8,614	---
	Proficient or above regular assessment without accommodations	168	25.3%	199	20.8%
	Proficient or above regular assessment with accommodations	495	74.7%	757	79.2%
	Total Proficients	663	11.7%	956	11.1%
	LEAs Meeting Target	N/A	N/A	22	21.6%

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

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	7,009	---	7,957	---
	Proficient or above regular assessment without accommodations	624	58.6%	848	43.2%
	Proficient or above regular assessment with accommodations	441	41.4%	1,113	56.8%
	Total Proficients	1,065	15.2%	1,961	24.6%
	LEAs Meeting Target	N/A	N/A	68	63.6%
08	# of children with IEPs	5,332	---	6,568	---
	Proficient or above regular assessment without accommodations	260	39.4%	288	25.5%
	Proficient or above regular assessment with accommodations	400	60.6%	840	74.5%
	Total Proficients	660	12.4%	1,128	17.2%
	LEAs Meeting Target	N/A	N/A	67	62.6%
HS	# of children with IEPs	6,593	---	9,758	---
	Proficient or above regular assessment without accommodations	244	32.4%	255	23.5%
	Proficient or above regular assessment with accommodations	510	67.6%	831	76.5%
	Total Proficients	754	11.4%	1,086	11.1%
	LEAs Meeting Target	N/A	N/A	40	39.2%

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**Indicator 3C : Math Proficiency - Alternate Math**

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	829	---	1,054	---
	Alternate assessment against alternate achievement standards	768	92.6%	998	94.7%
	LEAs Meeting Target	N/A	N/A	60	80.0%
08	# of children with IEPs	720	---	896	---
	Alternate assessment against alternate achievement standards	686	95.3%	846	94.4%
	LEAs Meeting Target	N/A	N/A	58	80.6%
HS	# of children with IEPs	744	---	925	---
	Alternate assessment against alternate achievement standards	669	89.9%	847	91.6%
	LEAs Meeting Target	N/A	N/A	57	79.2%

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### Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	828	---	1,054	---
	Alternate assessment against alternate achievement standards	692	83.6%	922	87.5%
	LEAs Meeting Target	N/A	N/A	45	60.0%
08	# of children with IEPs	720	---	896	---
	Alternate assessment against alternate achievement standards	685	95.1%	824	92.0%
	LEAs Meeting Target	N/A	N/A	49	68.1%
HS	# of children with IEPs	743	---	908	---
	Alternate assessment against alternate achievement standards	704	94.8%	805	88.7%
	LEAs Meeting Target	N/A	N/A	50	69.4%



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### 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	21,531	37.5%	26,924	43.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,214	17.3%	1,513	19.0%
	Proficiency rate gap		20.1%		24.0%
	LEAs Meeting Target	N/A	N/A	45	40.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	33,725	45.1%	42,822	50.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	743	12.7%	1,062	14.4%
	Proficiency rate gap		32.4%		36.3%
	LEAs Meeting Target	N/A	N/A	59	54.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	24,279	39.6%	29,745	37.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	663	11.7%	956	11.1%
	Proficiency rate gap		27.9%		25.9%
	LEAs Meeting Target	N/A	N/A	62	59.6%

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Total Number of LEAs (2021-22) for All Indicators: 116

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	21,471	37.4%	33,550	53.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,065	15.2%	1,961	24.6%
	Proficiency rate gap		22.2%		29.0%
	LEAs Meeting Target	N/A	N/A	34	30.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	28,876	47.7%	39,622	58.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	660	12.4%	1,128	17.2%
	Proficiency rate gap		35.3%		41.2%
	LEAs Meeting Target	N/A	N/A	36	33.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	35,579	49.4%	42,544	46.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	754	11.4%	1,086	11.1%
	Proficiency rate gap		37.9%		34.8%
	LEAs Meeting Target	N/A	N/A	68	65.4%

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

<b>4A : Suspension and Expulsion - Significant Discrepancy</b>	<b>FFY 2019 2019-20</b>	<b>FFY 2020 2020-21</b>	<b>FFY 2021 2021-22</b>
<b># of LEAs with significant discrepancy</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b># of LEAs Meeting Target</b>	<b>116</b>	<b>N/A</b>	<b>116</b>
<b>% of LEAs Meeting Target</b>	<b>100.0%</b>	<b>N/A</b>	<b>100.0%</b>

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

Region: 10

Total Number of LEAs (2021-22) for All Indicators: 116

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	0	0	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	116	116	116
% 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 2019-20		FFY20 2020-21		FFY21 2021-22	
	#	%	#	%	#	%
Total # of students ages 5 who are enrolled in kindergarten and ages 6 through 21	87,282	---	90,105	---	94,593	---
5A: Inside the regular class 80% or more of the day	61,678	70.7%	64,124	71.2%	68,225	72.1%
5B: Inside the regular class less than 40% of the day	12,528	14.4%	12,854	14.3%	13,183	13.9%
5C: In separate school, residential facility or homebound or hospital	447	0.5%	444	0.5%	577	0.6%
LEAs Meeting Target 5A	81	69.8%	N/A	N/A	67	57.8%
LEAs Meeting Target 5B	76	65.5%	N/A	N/A	91	78.5%
LEAs Meeting Target 5C	111	95.7%	N/A	N/A	102	87.9%

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 2020-21		FFY21 2021-22	
	#	%	#	%
Total # of students ages 3, 4, and aged 5 who are enrolled in a preschool program	4,699	---	4,725	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,142	24.3%	1,159	24.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	1,160	24.7%	1,144	24.2%
6C: Receiving special education and related services in the home	32	0.7%	37	0.8%
LEAs Meeting Target 6A	N/A	N/A	73	62.9%
LEAs Meeting Target 6B	N/A	N/A	91	78.5%
LEAs Meeting Target 6C	N/A	N/A	104	89.7%

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

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Total Number of LEAs (2021-22) for All Indicators: 116

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	17	0.4%	---	24	0.6%	---	22	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	346	9.2%	---	353	9.5%	---	360	9.4%	---
Improved functioning to reach a level nearer to same-aged peers	1,135	30.0%	---	1,074	28.8%	---	1,160	30.2%	---
Improved functioning to reach a level comparable to same-aged peers	1,355	35.8%	---	1,416	37.9%	---	1,400	36.4%	---
Maintained functioning at a level comparable to same-aged peers	928	24.5%	---	867	23.2%	---	906	23.5%	---
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	---	87.3%	YES	---	86.9%	YES	---	87.0%	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	---	60.4%	NO	---	61.1%	NO	---	59.9%	NO

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Total Number of LEAs (2021-22) for All Indicators: 116

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	25	0.7%	---	26	0.7%	---	26	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	405	10.7%	---	383	10.3%	---	386	10.0%	---
Improved functioning to reach a level nearer to same-aged peers	1,158	30.7%	---	1,126	30.2%	---	1,150	29.9%	---
Improved functioning to reach a level comparable to same-aged peers	1,521	40.3%	---	1,550	41.5%	---	1,551	40.3%	---
Maintained functioning at a level comparable to same-aged peers	669	17.7%	---	649	17.4%	---	733	19.1%	---
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	---	86.2%	YES	---	86.7%	YES	---	86.8%	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	---	58.0%	YES	---	58.9%	YES	---	59.4%	YES



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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	18	0.5%	---	24	0.6%	---	28	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	298	7.9%	---	280	7.5%	---	305	7.9%	---
Improved functioning to reach a level nearer to same-aged peers	674	17.8%	---	692	18.5%	---	744	19.3%	---
Improved functioning to reach a level comparable to same-aged peers	1,317	34.8%	---	1,376	36.9%	---	1,353	35.2%	---
Maintained functioning at a level comparable to same-aged peers	1,474	39.0%	---	1,362	36.5%	---	1,418	36.9%	---
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	---	86.3%	YES	---	87.2%	YES	---	86.3%	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	---	73.8%	YES	---	73.3%	YES	---	72.0%	YES

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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	80.2%	NO	71.7%	N/A	70.6%	NO

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 : 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	0	3	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	116	116	116
% 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 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	1	12	14
# 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	116	116	116
% 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 11 : Child Find**

<b>Child Find</b>	<b>FFY 2019 2019-20</b>	<b>FFY 2020 2020-21</b>	<b>FFY 2021 2021-22</b>
<b># of children for whom parental consent to evaluate was received</b>	<b>17,393</b>	<b>18,219</b>	<b>22,857</b>
<b># of children whose evaluations completed within State established timeline</b>	<b>17,334</b>	<b>18,201</b>	<b>22,403</b>
<b>% of children whose evaluations completed within State established timeline</b>	<b>99.7%</b>	<b>99.9%</b>	<b>98.0%</b>
<b># of LEAs Meeting Target</b>	<b>106</b>	<b>114</b>	<b>90</b>
<b>% of LEAs Meeting Target</b>	<b>91.4%</b>	<b>98.3%</b>	<b>77.6%</b>

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).

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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	1,519	1,621	1,053
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	113	105	79
# found eligible & IEP developed & implemented by third birthday	1,224	1,282	706
# whose parent refusal caused delay in evaluation or initial services	125	156	32
# serviced in Part C less than 90 days before third birthday	48	78	212
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.3%	100.0%	96.7%
# of LEAs Meeting Target	110	116	112
% of LEAs Meeting Target	94.8%	100.0%	96.6%

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).

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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	3,537	3,578	3,613
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	3,514	3,575	3,574
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.3%	99.9%	98.9%
# of LEAs Meeting Target	112	115	114
% of LEAs Meeting Target	96.6%	99.1%	98.3%

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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	232	21.2%	NO	316	29.4%	NO	340	25.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	580	53.0%	NO	644	59.9%	NO	779	59.0%	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	717	65.5%	NO	751	69.8%	NO	923	69.9%	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%