Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	321	331	379
Special Ed Graduates	278	162	186
% Special Ed Graduates	86.6%	48.9%	49.1%
# of LEAs Meeting Target	32	N/A	31
% of LEAs Meeting Target	74.4%	N/A	70.5%
# of LEAs With 'N/A'	3	N/A	5

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: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 2 : Dropout

Dropout Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	2,546	331	379
Special Ed Dropouts	30	20	40
% Special Ed Dropouts	1.2%	6.0%	10.6%
# of LEAs Meeting Target	41	N/A	40
% of LEAs Meeting Target	95.3%	N/A	90.9%
# of LEAs With 'N/A'	0	N/A	5

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 Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	# of children with IEPs	451	- - -	499	- - -
	Regular assessment without accommodations	64	14.2%	48	9.6%
	Regular assessment with accommodations	330	73.2%	394	79.0%
	Alternate assessment against alternate achievement standards	40	8.9%	56	11.2%
	Participants	434	96.2%	498	99.8%
	Non-participants	17	3.8%	1	0.2%
	LEAs Meeting Target	N/A	N/A	42	97.7%
08	# of children with IEPs	393	- - -	508	- - -
	Regular assessment without accommodations	27	6.9%	28	5.5%
	Regular assessment with accommodations	313	79.6%	419	82.5%
	Alternate assessment against alternate achievement standards	36	9.2%	55	10.8%
	Participants	376	95.7%	502	98.8%
	Non-participants	17	4.3%	6	1.2%
	LEAs Meeting Target	N/A	N/A	40	93.0%
HS	# of children with IEPs	478	- - -	648	- - -
	Regular assessment without accommodations	24	5.0%	33	5.1%
	Regular assessment with accommodations	373	78.0%	554	85.5%
	Alternate assessment against alternate achievement standards	50	10.5%	49	7.6%
	Participants	447	93.5%	636	98.2%
	Non-participants	31	6.5%	12	1.9%
	LEAs Meeting Target	N/A	N/A	42	95.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %
04	# of children with IEPs	452	- - -	499	- - -
	Regular assessment without accommodations	65	14.4%	55	11.0%
	Regular assessment with accommodations	328	72.6%	387	77.6%
	Alternate assessment against alternate achievement standards	40	8.9%	56	11.2%
	Participants	433	95.8%	498	99.8%
	Non-participants	19	4.2%	1	0.2%
	LEAs Meeting Target	N/A	N/A	42	97.7%
08	# of children with IEPs	391	- - -	510	- - -
	Regular assessment without accommodations	24	6.1%	41	8.0%
	Regular assessment with accommodations	315	80.6%	405	79.4%
	Alternate assessment against alternate achievement standards	36	9.2%	55	10.8%
	Participants	375	95.9%	501	98.2%
	Non-participants	16	4.1%	9	1.8%
	LEAs Meeting Target	N/A	N/A	40	93.0%
HS	# of children with IEPs	568	- - -	722	- - -
	Regular assessment without accommodations	30	5.3%	25	3.5%
	Regular assessment with accommodations	421	74.1%	611	84.6%
	Alternate assessment against alternate achievement standards	52	9.2%	49	6.8%
	Participants	503	88.6%	685	94.9%
	Non-participants	65	11.4%	37	5.1%
	LEAs Meeting Target	N/A	N/A	36	81.8%

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 3B : Math Proficiency - Regular Math

Grade	Math Proficiency - Regular	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	# of children with IEPs	394	- - -	442	- - -
	Proficient or above regular assessment without accommodations	29	61.7%	21	40.4%
	Proficient or above regular assessment with accommodations	18	38.3%	31	59.6%
	Total Proficients	47	11.9%	52	11.8%
	LEAs Meeting Target	N/A	N/A	11	25.6%
08	# of children with IEPs	340	- - -	447	- - -
	Proficient or above regular assessment without accommodations	9	31.0%	8	25.0%
	Proficient or above regular assessment with accommodations	20	69.0%	24	75.0%
	Total Proficients	29	8.5%	32	7.2%
	LEAs Meeting Target	N/A	N/A	6	14.3%
HS	# of children with IEPs	397	- - -	587	- - -
	Proficient or above regular assessment without accommodations	6	19.4%	7	16.3%
	Proficient or above regular assessment with accommodations	25	80.7%	36	83.7%
	Total Proficients	31	7.8%	43	7.3%
	LEAs Meeting Target	N/A	N/A	14	32.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 3B : Reading Proficiency - Regular Reading

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %
04	# of children with IEPs	393	- - -	442	- - -
	Proficient or above regular assessment without accommodations	27	62.8%	25	32.9%
	Proficient or above regular assessment with accommodations	16	37.2%	51	67.1%
	Total Proficients	43	10.9%	76	17.2%
	LEAs Meeting Target	N/A	N/A	21	48.8%
08	# of children with IEPs	339	- - -	446	- - -
	Proficient or above regular assessment without accommodations	10	47.6%	14	26.4%
	Proficient or above regular assessment with accommodations	11	52.4%	39	73.6%
	Total Proficients	21	6.2%	53	11.9%
	LEAs Meeting Target	N/A	N/A	17	40.5%
HS	# of children with IEPs	451	- - -	636	- - -
	Proficient or above regular assessment without accommodations	12	29.3%	9	17.3%
	Proficient or above regular assessment with accommodations	29	70.7%	43	82.7%
	Total Proficients	41	9.1%	52	8.2%
	LEAs Meeting Target	N/A	N/A	12	27.9%

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 3C : Math Proficiency - Alternate Math

Grade	Math Proficiency - Alternate	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	# of children with IEPs	40	- - -	56	- - -
	Alternate assessment against alternate achievement standards	38	95.0%	52	92.9%
	LEAs Meeting Target	N/A	N/A	19	90.5%
08	# of children with IEPs	36	- - -	55	- - -
	Alternate assessment against alternate achievement standards	36	100.0%	52	94.6%
	LEAs Meeting Target	N/A	N/A	20	90.9%
HS	# of children with IEPs	50	- - -	49	- - -
	Alternate assessment against alternate achievement standards	47	94.0%	45	91.8%
	LEAs Meeting Target	N/A	N/A	15	88.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 3C : Reading Proficiency - Alternate Reading

Grade	Reading Proficiency - Alternate	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	# of children with IEPs	40	- - -	56	- - -
	Alternate assessment against alternate achievement standards	28	70.0%	47	83.9%
	LEAs Meeting Target	N/A	N/A	17	81.0%
08	# of children with IEPs	36	- - -	55	- - -
	Alternate assessment against alternate achievement standards	35	97.2%	50	90.9%
	LEAs Meeting Target	N/A	N/A	18	81.8%
HS	# of children with IEPs	52	- - -	49	- - -
	Alternate assessment against alternate achievement standards	48	92.3%	46	93.9%
	LEAs Meeting Target	N/A	N/A	15	88.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,057	32.8%	1,272	35.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	47	11.9%	52	11.8%
	Proficiency rate gap		20.9%		23.9%
	LEAs Meeting Target	N/A	N/A	16	36.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,371	38.7%	1,583	39.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	29	8.5%	32	7.2%
	Proficiency rate gap		30.2%		32.5%
	LEAs Meeting Target	N/A	N/A	19	43.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,279	34.7%	1,524	32.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	31	7.8%	43	7.3%
	Proficiency rate gap		26.9%		25.2%
	LEAs Meeting Target	N/A	N/A	20	45.5%

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,025	31.9%	1,743	48.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	43	10.9%	76	17.2%
	Proficiency rate gap		21.0%		31.7%
	LEAs Meeting Target	N/A	N/A	12	27.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,459	41.3%	2,110	53.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	21	6.2%	53	11.9%
	Proficiency rate gap		35.2%		41.4%
	LEAs Meeting Target	N/A	N/A	17	38.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,727	44.4%	1,994	40.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	9.1%	52	8.2%
	Proficiency rate gap		35.3%		32.6%
	LEAs Meeting Target	N/A	N/A	24	54.6%

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	43	N/A	44
% of LEAs Meeting Target	100.0%	N/A	100.0%

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

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	43	43	44
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Region: 15

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	5,314	- - -	5,392	- - -	5,829	- - -
5A: Inside the regular class 80% or more of the day	3,953	74.4%	3,997	74.1%	4,451	76.4%
5B: Inside the regular class less than 40% of the day	637	12.0%	648	12.0%	613	10.5%
5C: In separate school, residential facility or homebound or hospital	24	0.5%	23	0.4%	24	0.4%
LEAs Meeting Target 5A	33	76.7%	N/A	N/A	31	70.5%
LEAs Meeting Target 5B	30	69.8%	N/A	N/A	39	88.6%
LEAs Meeting Target 5C	40	93.0%	N/A	N/A	39	88.6%

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

Region: 15

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	378	- - -	379	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	34	9.0%	42	11.1%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	156	41.3%	155	40.9%
6C: Receiving special education and related services in the home	0	0.0%	7	1.9%
LEAs Meeting Target 6A	N/A	N/A	16	36.4%
LEAs Meeting Target 6B	N/A	N/A	34	77.3%
LEAs Meeting Target 6C	N/A	N/A	41	93.2%

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

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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%	- - -		0.4%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	77	30.8%	- - -	78	35.8%	- - -	67	25.1%	- - -
Improved functioning to reach a level nearer to same-aged peers	38	15.2%	- - -	30	13.8%	- - -	82	30.7%	- - -
Improved functioning to reach a level comparable to same-aged peers	78	31.2%	- - -	75	34.4%	- - -	76	28.5%	- - -
Maintained functioning at a level comparable to same-aged peers	56	22.4%	- - -	35	16.1%	- - -	41	15.4%	- - -
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	- - -	59.8%	NO	- - -	57.4%	NO	- - -	69.9%	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	- - -	53.6%	NO	- - -	50.5%	NO	- - -	43.8%	NO

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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%	- - -		0.5%	- - -		0.4%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	76	30.3%	- - -	76	34.9%	- - -	72	27.1%	- - -
Improved functioning to reach a level nearer to same-aged peers	37	14.7%	- - -	43	19.7%	- - -	82	30.8%	- - -
Improved functioning to reach a level comparable to same-aged peers	85	33.9%	- - -	67	30.7%	- - -	80	30.1%	- - -
Maintained functioning at a level comparable to same-aged peers	51	20.3%	- - -	31	14.2%	- - -	31	11.7%	- - -
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	- - -	61.0%	NO	- - -	58.8%	NO	- - -	68.9%	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	- - -	54.2%	NO	- - -	45.0%	NO	- - -	41.7%	NO

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	2	0.8%	- - -	0	0.0%	- - -	2	0.8%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	65	25.9%	- - -	75	34.4%	- - -	61	22.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	27	10.8%	- - -	21	9.6%	- - -	60	22.6%	- - -
Improved functioning to reach a level comparable to same-aged peers	69	27.5%	- - -	74	33.9%	- - -	74	27.8%	- - -
Maintained functioning at a level comparable to same-aged peers	88	35.1%	- - -	48	22.0%	- - -	69	25.9%	- - -
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	- - -	58.9%	NO	- - -	55.9%	NO	- - -	68.0%	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	- - -	62.5%	NO	- - -	56.0%	NO	- - -	53.8%	NO

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	82.2%	YES	72.2%	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: 15

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	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	44
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Region: 15

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	2	3
# 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	44
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	1,077	1,085	1,376
# of children whose evaluations completed within State established timeline	1,077	1,076	1,376
% of children whose evaluations completed within State established timeline	100.0%	99.2%	100.0%
# of LEAs Meeting Target	43	40	44
% of LEAs Meeting Target	100.0%	93.0%	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: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	125	94	95
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	21	9	5
# found eligible & IEP developed & implemented by third birthday	99	78	50
# whose parent refusal caused delay in evaluation or initial services	4	6	2
# serviced in Part C less than 90 days before third birthday	1	1	38
% 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	44
% of LEAs Meeting Target	100.0%	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 Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	314	304	339
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	314	304	339
% 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	44
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 15

Total Number of LEAs (2021-22) for All Indicators: 44

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	7	12.7%	NO	14	18.9%	NO	14	21.2%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	30	54.5%	NO	35	47.3%	NO	43	65.2%	YES
Enrolled in higher education or in some other postsecondary education or training parogram; or competitively employed or in some other employment within one year of leaving high school	38	69.1%	NO	50	67.6%	NO	52	78.8%	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%