

Region Summary Tables SPP/APR Indicators 1-14

Region: 17

Total Number of LEAs (2021-22) for All Indicators: 60

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	585	530	656
Special Ed Graduates	473	256	313
% Special Ed Graduates	80.9%	48.3%	47.7%
# of LEAs Meeting Target	45	N/A	41
% of LEAs Meeting Target	75.0%	N/A	68.3%
# of LEAs With 'N/A'	8	N/A	10

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	4,150	535	656
Special Ed Dropouts	70	56	71
% Special Ed Dropouts	1.7%	10.5%	10.8%
# of LEAs Meeting Target	52	N/A	53
% of LEAs Meeting Target	86.7%	N/A	88.3%
# of LEAs With 'N/A'	2	N/A	10

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.

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Total Number of LEAs (2021-22) for All Indicators: 60

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	832	---	889	---
	Regular assessment without accommodations	83	10.0%	71	8.0%
	Regular assessment with accommodations	643	77.3%	700	78.7%
	Alternate assessment against alternate achievement standards	87	10.5%	103	11.6%
	Participants	813	97.7%	874	98.3%
	Non-participants	19	2.3%	15	1.7%
	LEAs Meeting Target	N/A	N/A	47	94.0%
08	# of children with IEPs	749	---	782	---
	Regular assessment without accommodations	34	4.5%	21	2.7%
	Regular assessment with accommodations	584	78.0%	650	83.1%
	Alternate assessment against alternate achievement standards	114	15.2%	104	13.3%
	Participants	732	97.7%	775	99.1%
	Non-participants	17	2.3%	7	0.9%
	LEAs Meeting Target	N/A	N/A	53	94.6%
HS	# of children with IEPs	679	---	948	---
	Regular assessment without accommodations	19	2.8%	21	2.2%
	Regular assessment with accommodations	519	76.4%	799	84.3%
	Alternate assessment against alternate achievement standards	122	18.0%	120	12.7%
	Participants	660	97.2%	940	99.2%
	Non-participants	19	2.8%	8	0.8%
	LEAs Meeting Target	N/A	N/A	54	96.4%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	836	---	887	---
	Regular assessment without accommodations	86	10.3%	69	7.8%
	Regular assessment with accommodations	642	76.8%	702	79.1%
	Alternate assessment against alternate achievement standards	88	10.5%	100	11.3%
	Participants	816	97.6%	871	98.2%
	Non-participants	20	2.4%	16	1.8%
	LEAs Meeting Target	N/A	N/A	47	94.0%
08	# of children with IEPs	749	---	783	---
	Regular assessment without accommodations	29	3.9%	25	3.2%
	Regular assessment with accommodations	590	78.8%	646	82.5%
	Alternate assessment against alternate achievement standards	113	15.1%	104	13.3%
	Participants	732	97.7%	775	99.0%
	Non-participants	17	2.3%	8	1.0%
	LEAs Meeting Target	N/A	N/A	53	94.6%
HS	# of children with IEPs	761	---	1,101	---
	Regular assessment without accommodations	21	2.8%	26	2.4%
	Regular assessment with accommodations	546	71.8%	903	82.0%
	Alternate assessment against alternate achievement standards	118	15.5%	119	10.8%
	Participants	685	90.0%	1,048	95.2%
	Non-participants	76	10.0%	53	4.8%
	LEAs Meeting Target	N/A	N/A	39	69.6%

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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	726	---	771	---
	Proficient or above regular assessment without accommodations	52	53.6%	38	41.8%
	Proficient or above regular assessment with accommodations	45	46.4%	53	58.2%
	Total Proficients	97	13.4%	91	11.8%
	LEAs Meeting Target	N/A	N/A	12	24.0%
08	# of children with IEPs	618	---	671	---
	Proficient or above regular assessment without accommodations	14	21.5%	9	20.9%
	Proficient or above regular assessment with accommodations	51	78.5%	34	79.1%
	Total Proficients	65	10.5%	43	6.4%
	LEAs Meeting Target	N/A	N/A	7	12.5%
HS	# of children with IEPs	538	---	820	---
	Proficient or above regular assessment without accommodations	6	8.3%	5	6.3%
	Proficient or above regular assessment with accommodations	66	91.7%	74	93.7%
	Total Proficients	72	13.4%	79	9.6%
	LEAs Meeting Target	N/A	N/A	9	16.1%

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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	728	---	771	---
	Proficient or above regular assessment without accommodations	47	61.8%	52	40.3%
	Proficient or above regular assessment with accommodations	29	38.2%	77	59.7%
	Total Proficients	76	10.4%	129	16.7%
	LEAs Meeting Target	N/A	N/A	25	50.0%
08	# of children with IEPs	619	---	671	---
	Proficient or above regular assessment without accommodations	12	29.3%	9	13.9%
	Proficient or above regular assessment with accommodations	29	70.7%	56	86.2%
	Total Proficients	41	6.6%	65	9.7%
	LEAs Meeting Target	N/A	N/A	13	23.2%
HS	# of children with IEPs	567	---	929	---
	Proficient or above regular assessment without accommodations	9	18.4%	9	19.2%
	Proficient or above regular assessment with accommodations	40	81.6%	38	80.9%
	Total Proficients	49	8.6%	47	5.1%
	LEAs Meeting Target	N/A	N/A	12	21.4%

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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	87	---	103	---
	Alternate assessment against alternate achievement standards	84	96.6%	99	96.1%
	LEAs Meeting Target	N/A	N/A	18	94.7%
08	# of children with IEPs	114	---	104	---
	Alternate assessment against alternate achievement standards	112	98.3%	100	96.2%
	LEAs Meeting Target	N/A	N/A	18	90.0%
HS	# of children with IEPs	122	---	120	---
	Alternate assessment against alternate achievement standards	118	96.7%	119	99.2%
	LEAs Meeting Target	N/A	N/A	19	95.0%

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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	88	---	100	---
	Alternate assessment against alternate achievement standards	80	90.9%	88	88.0%
	LEAs Meeting Target	N/A	N/A	15	79.0%
08	# of children with IEPs	113	---	104	---
	Alternate assessment against alternate achievement standards	112	99.1%	99	95.2%
	LEAs Meeting Target	N/A	N/A	18	90.0%
HS	# of children with IEPs	118	---	119	---
	Alternate assessment against alternate achievement standards	114	96.6%	113	95.0%
	LEAs Meeting Target	N/A	N/A	17	85.0%

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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	2,208	38.5%	2,349	41.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	97	13.4%	91	11.8%
	Proficiency rate gap		25.2%		29.3%
	LEAs Meeting Target	N/A	N/A	28	47.5%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,828	43.8%	2,506	39.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	65	10.5%	43	6.4%
	Proficiency rate gap		33.3%		33.4%
	LEAs Meeting Target	N/A	N/A	33	56.9%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,536	43.7%	2,524	36.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	72	13.4%	79	9.6%
	Proficiency rate gap		30.4%		27.2%
	LEAs Meeting Target	N/A	N/A	22	37.9%

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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	2,053	35.9%	2,999	52.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	76	10.4%	129	16.7%
	Proficiency rate gap		25.4%		35.8%
	LEAs Meeting Target	N/A	N/A	28	47.5%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,871	44.5%	3,266	52.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	6.6%	65	9.7%
	Proficiency rate gap		37.9%		42.3%
	LEAs Meeting Target	N/A	N/A	23	39.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,173	48.0%	3,537	42.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	49	8.6%	47	5.1%
	Proficiency rate gap		39.3%		37.4%
	LEAs Meeting Target	N/A	N/A	34	58.6%

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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	60	N/A	60
% of LEAs Meeting Target	100.0%	N/A	100.0%

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

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Total Number of LEAs (2021-22) for All Indicators: 60

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	60	60	60
% 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	8,812	---	9,178	---	9,788	---
5A: Inside the regular class 80% or more of the day	6,400	72.6%	6,687	72.9%	7,110	72.6%
5B: Inside the regular class less than 40% of the day	1,293	14.7%	1,350	14.7%	1,415	14.5%
5C: In separate school, residential facility or homebound or hospital	43	0.5%	31	0.3%	48	0.5%
LEAs Meeting Target 5A	50	83.3%	N/A	N/A	46	76.7%
LEAs Meeting Target 5B	36	60.0%	N/A	N/A	48	80.0%
LEAs Meeting Target 5C	59	98.3%	N/A	N/A	56	93.3%

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	535	---	538	---
6A: Attending REC & receiving majority of SPED and related services in a REC	88	16.5%	83	15.4%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	142	26.5%	201	37.4%
6C: Receiving special education and related services in the home	3	0.6%	3	0.6%
LEAs Meeting Target 6A	N/A	N/A	25	41.7%
LEAs Meeting Target 6B	N/A	N/A	47	78.3%
LEAs Meeting Target 6C	N/A	N/A	58	96.7%

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

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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		0.3%	---		0.3%	---		0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	48	14.2%	---	49	14.7%	---	73	18.9%	---
Improved functioning to reach a level nearer to same-aged peers	85	25.1%	---	106	31.7%	---	118	30.5%	---
Improved functioning to reach a level comparable to same-aged peers	129	38.2%	---	120	35.9%	---	105	27.1%	---
Maintained functioning at a level comparable to same-aged peers	75	22.2%	---	58	17.4%	---	90	23.3%	---
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	---	81.4%	NO	---	81.9%	NO	---	75.1%	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	---	60.4%	NO	---	53.3%	NO	---	50.4%	NO

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Total Number of LEAs (2021-22) for All Indicators: 60

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		0.3%	---	2	0.6%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	50	14.8%	---	51	15.3%	---	77	19.9%	---
Improved functioning to reach a level nearer to same-aged peers	111	32.8%	---	127	38.1%	---	124	32.0%	---
Improved functioning to reach a level comparable to same-aged peers	121	35.8%	---	111	33.3%	---	124	32.0%	---
Maintained functioning at a level comparable to same-aged peers	55	16.3%	---	42	12.6%	---	62	16.0%	---
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	---	82.0%	NO	---	81.8%	NO	---	76.3%	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	---	52.1%	NO	---	46.0%	NO	---	48.1%	NO

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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	2	0.6%	---	5	1.5%	---		0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	44	13.0%	---	42	12.6%	---	69	17.8%	---
Improved functioning to reach a level nearer to same-aged peers	56	16.6%	---	76	22.8%	---	75	19.4%	---
Improved functioning to reach a level comparable to same-aged peers	109	32.2%	---	108	32.3%	---	109	28.2%	---
Maintained functioning at a level comparable to same-aged peers	127	37.6%	---	103	30.8%	---	133	34.4%	---
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	---	78.2%	NO	---	79.7%	NO	---	72.4%	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	---	69.8%	NO	---	63.2%	NO	---	62.5%	NO

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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	87.2%	YES	79.0%	N/A	72.1%	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	0	1
# 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	60	60	60
% 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	3	1
# 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	60	60	60
% 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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Total Number of LEAs (2021-22) for All Indicators: 60

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	1,345	1,914	2,115
# of children whose evaluations completed within State established timeline	1,345	1,850	2,108
% of children whose evaluations completed within State established timeline	100.0%	96.7%	99.7%
# of LEAs Meeting Target	60	57	55
% of LEAs Meeting Target	100.0%	95.0%	91.7%

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	169	238	193
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	19	28	14
# found eligible & IEP developed & implemented by third birthday	142	191	108
# whose parent refusal caused delay in evaluation or initial services	2	10	0
# serviced in Part C less than 90 days before third birthday	6	8	71
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	99.5%	100.0%
# of LEAs Meeting Target	60	59	60
% of LEAs Meeting Target	100.0%	98.3%	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).

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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	456	530	553
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	456	530	553
% 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	60	60	60
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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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	16	16.7%	NO	20	20.4%	NO	29	19.6%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	66	68.8%	YES	54	55.1%	NO	90	60.8%	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	77	80.2%	YES	69	70.4%	NO	110	74.3%	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%