

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2021-22) for All Indicators: 46

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	354	446	478
Special Ed Graduates	301	193	194
% Special Ed Graduates	85.0%	43.3%	40.6%
# of LEAs Meeting Target	31	N/A	25
% of LEAs Meeting Target	67.4%	N/A	54.4%
# of LEAs With 'N/A'	6	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.

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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	3,020	448	478
Special Ed Dropouts	29	55	62
% Special Ed Dropouts	1.0%	12.3%	13.0%
# of LEAs Meeting Target	41	N/A	39
% of LEAs Meeting Target	89.1%	N/A	84.8%
# of LEAs With 'N/A'	1	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.

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Total Number of LEAs (2021-22) for All Indicators: 46

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	560	---	585	---
	Regular assessment without accommodations	65	11.6%	65	11.1%
	Regular assessment with accommodations	423	75.5%	457	78.1%
	Alternate assessment against alternate achievement standards	61	10.9%	58	9.9%
	Participants	549	98.0%	580	99.2%
	Non-participants	11	2.0%	5	0.9%
	LEAs Meeting Target	N/A	N/A	41	91.1%
08	# of children with IEPs	517	---	540	---
	Regular assessment without accommodations	16	3.1%	22	4.1%
	Regular assessment with accommodations	409	79.1%	441	81.7%
	Alternate assessment against alternate achievement standards	65	12.6%	69	12.8%
	Participants	490	94.8%	532	98.5%
	Non-participants	27	5.2%	8	1.5%
	LEAs Meeting Target	N/A	N/A	40	88.9%
HS	# of children with IEPs	542	---	621	---
	Regular assessment without accommodations	21	3.9%	24	3.9%
	Regular assessment with accommodations	423	78.0%	513	82.6%
	Alternate assessment against alternate achievement standards	55	10.2%	66	10.6%
	Participants	499	92.1%	603	97.1%
	Non-participants	43	7.9%	18	2.9%
	LEAs Meeting Target	N/A	N/A	38	90.5%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	563	---	585	---
	Regular assessment without accommodations	73	13.0%	70	12.0%
	Regular assessment with accommodations	412	73.2%	451	77.1%
	Alternate assessment against alternate achievement standards	61	10.8%	58	9.9%
	Participants	546	97.0%	579	99.0%
	Non-participants	17	3.0%	6	1.0%
	LEAs Meeting Target	N/A	N/A	41	91.1%
08	# of children with IEPs	515	---	540	---
	Regular assessment without accommodations	16	3.1%	20	3.7%
	Regular assessment with accommodations	402	78.1%	444	82.2%
	Alternate assessment against alternate achievement standards	65	12.6%	69	12.8%
	Participants	483	93.8%	533	98.7%
	Non-participants	32	6.2%	7	1.3%
	LEAs Meeting Target	N/A	N/A	41	91.1%
HS	# of children with IEPs	612	---	748	---
	Regular assessment without accommodations	28	4.6%	24	3.2%
	Regular assessment with accommodations	437	71.4%	580	77.5%
	Alternate assessment against alternate achievement standards	56	9.2%	66	8.8%
	Participants	521	85.1%	670	89.6%
	Non-participants	91	14.9%	78	10.4%
	LEAs Meeting Target	N/A	N/A	25	59.5%

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Total Number of LEAs (2021-22) for All Indicators: 46

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	488	---	522	---
	Proficient or above regular assessment without accommodations	36	52.9%	39	50.7%
	Proficient or above regular assessment with accommodations	32	47.1%	38	49.4%
	Total Proficients	68	13.9%	77	14.8%
	LEAs Meeting Target	N/A	N/A	14	31.1%
08	# of children with IEPs	425	---	463	---
	Proficient or above regular assessment without accommodations	6	15.4%	10	24.4%
	Proficient or above regular assessment with accommodations	33	84.6%	31	75.6%
	Total Proficients	39	9.2%	41	8.9%
	LEAs Meeting Target	N/A	N/A	8	17.8%
HS	# of children with IEPs	444	---	537	---
	Proficient or above regular assessment without accommodations	10	20.0%	8	12.7%
	Proficient or above regular assessment with accommodations	40	80.0%	55	87.3%
	Total Proficients	50	11.3%	63	11.7%
	LEAs Meeting Target	N/A	N/A	13	31.7%

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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	485	---	521	---
	Proficient or above regular assessment without accommodations	37	60.7%	53	45.7%
	Proficient or above regular assessment with accommodations	24	39.3%	63	54.3%
	Total Proficients	61	12.6%	116	22.3%
	LEAs Meeting Target	N/A	N/A	32	71.1%
08	# of children with IEPs	418	---	464	---
	Proficient or above regular assessment without accommodations	3	8.3%	9	12.3%
	Proficient or above regular assessment with accommodations	33	91.7%	64	87.7%
	Total Proficients	36	8.6%	73	15.7%
	LEAs Meeting Target	N/A	N/A	20	44.4%
HS	# of children with IEPs	465	---	604	---
	Proficient or above regular assessment without accommodations	9	19.6%	12	21.1%
	Proficient or above regular assessment with accommodations	37	80.4%	45	79.0%
	Total Proficients	46	9.9%	57	9.4%
	LEAs Meeting Target	N/A	N/A	16	39.0%

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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	61	---	58	---
	Alternate assessment against alternate achievement standards	60	98.4%	58	100.0%
	LEAs Meeting Target	N/A	N/A	20	100.0%
08	# of children with IEPs	65	---	69	---
	Alternate assessment against alternate achievement standards	65	100.0%	68	98.6%
	LEAs Meeting Target	N/A	N/A	22	95.7%
HS	# of children with IEPs	55	---	66	---
	Alternate assessment against alternate achievement standards	50	90.9%	63	95.5%
	LEAs Meeting Target	N/A	N/A	19	86.4%

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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	61	---	58	---
	Alternate assessment against alternate achievement standards	56	91.8%	56	96.6%
	LEAs Meeting Target	N/A	N/A	19	95.0%
08	# of children with IEPs	65	---	69	---
	Alternate assessment against alternate achievement standards	64	98.5%	66	95.7%
	LEAs Meeting Target	N/A	N/A	20	87.0%
HS	# of children with IEPs	56	---	66	---
	Alternate assessment against alternate achievement standards	52	92.9%	62	93.9%
	LEAs Meeting Target	N/A	N/A	19	86.4%

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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	1,446	38.6%	1,667	43.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	68	13.9%	77	14.8%
	Proficiency rate gap		24.6%		28.3%
	LEAs Meeting Target	N/A	N/A	18	39.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,139	50.4%	2,148	49.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	9.2%	41	8.9%
	Proficiency rate gap		41.3%		40.4%
	LEAs Meeting Target	N/A	N/A	16	35.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,826	46.2%	2,006	43.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	50	11.3%	63	11.7%
	Proficiency rate gap		34.9%		32.2%
	LEAs Meeting Target	N/A	N/A	15	35.7%

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Total Number of LEAs (2021-22) for All Indicators: 46

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	1,333	35.7%	2,029	52.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	61	12.6%	116	22.3%
	Proficiency rate gap		23.1%		30.2%
	LEAs Meeting Target	N/A	N/A	19	41.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,880	46.4%	2,342	55.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	8.6%	73	15.7%
	Proficiency rate gap		37.8%		39.8%
	LEAs Meeting Target	N/A	N/A	16	35.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,319	52.4%	2,391	47.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	46	9.9%	57	9.4%
	Proficiency rate gap		42.5%		37.6%
	LEAs Meeting Target	N/A	N/A	24	57.1%

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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	46	N/A	46
% 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: 46

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	46	46	46
% 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	6,590	---	6,688	---	6,930	---
5A: Inside the regular class 80% or more of the day	4,467	67.8%	4,520	67.6%	4,632	66.8%
5B: Inside the regular class less than 40% of the day	980	14.9%	964	14.4%	1,003	14.5%
5C: In separate school, residential facility or homebound or hospital	28	0.4%	32	0.5%	50	0.7%
LEAs Meeting Target 5A	31	67.4%	N/A	N/A	25	54.4%
LEAs Meeting Target 5B	27	58.7%	N/A	N/A	31	67.4%
LEAs Meeting Target 5C	40	87.0%	N/A	N/A	35	76.1%

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	359	---	378	---
6A: Attending REC & receiving majority of SPED and related services in a REC	80	22.3%	88	23.3%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	103	28.7%	128	33.9%
6C: Receiving special education and related services in the home	2	0.6%	1	0.3%
LEAs Meeting Target 6A	N/A	N/A	16	34.8%
LEAs Meeting Target 6B	N/A	N/A	28	60.9%
LEAs Meeting Target 6C	N/A	N/A	45	97.8%

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	30	8.4%	---	41	13.0%	---	31	9.3%	---
Improved functioning to reach a level nearer to same-aged peers	100	28.1%	---	84	26.6%	---	103	30.9%	---
Improved functioning to reach a level comparable to same-aged peers	124	34.8%	---	96	30.4%	---	117	35.1%	---
Maintained functioning at a level comparable to same-aged peers	101	28.4%	---	94	29.8%	---	81	24.3%	---
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	---	87.8%	YES	---	81.1%	NO	---	87.3%	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	---	63.2%	YES	---	60.1%	NO	---	59.5%	NO

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Total Number of LEAs (2021-22) for All Indicators: 46

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%	---	0	0.0%	---		0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	37	10.4%	---	52	16.5%	---	37	11.1%	---
Improved functioning to reach a level nearer to same-aged peers	128	36.0%	---	101	32.0%	---	128	38.4%	---
Improved functioning to reach a level comparable to same-aged peers	151	42.4%	---	120	38.0%	---	137	41.1%	---
Maintained functioning at a level comparable to same-aged peers	39	11.0%	---	43	13.6%	---	30	9.0%	---
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	---	88.0%	YES	---	81.0%	NO	---	87.5%	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	---	53.4%	NO	---	51.6%	NO	---	50.2%	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		0.3%	---	0	0.0%	---	2	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	28	7.9%	---	35	11.1%	---	27	8.1%	---
Improved functioning to reach a level nearer to same-aged peers	77	21.6%	---	57	18.0%	---	80	24.0%	---
Improved functioning to reach a level comparable to same-aged peers	121	34.0%	---	94	29.8%	---	119	35.7%	---
Maintained functioning at a level comparable to same-aged peers	129	36.2%	---	130	41.1%	---	105	31.5%	---
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	---	87.2%	YES	---	81.2%	NO	---	87.3%	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	---	70.2%	NO	---	70.9%	YES	---	67.3%	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	86.4%	YES	82.2%	N/A	71.7%	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	1	1	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	46	46	46
% 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	2	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	46	46	46
% 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

Child Find	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children for whom parental consent to evaluate was received	1,157	1,566	1,877
# of children whose evaluations completed within State established timeline	1,157	1,558	1,866
% of children whose evaluations completed within State established timeline	100.0%	99.5%	99.4%
# of LEAs Meeting Target	46	45	44
% of LEAs Meeting Target	100.0%	97.8%	95.7%

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	91	97	70
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	15	10	6
# found eligible & IEP developed & implemented by third birthday	68	76	47
# whose parent refusal caused delay in evaluation or initial services	5	8	0
# serviced in Part C less than 90 days before third birthday	3	2	17
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	98.7%	100.0%
# of LEAs Meeting Target	46	45	46
% of LEAs Meeting Target	100.0%	97.8%	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	440	450	399
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	438	443	399
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.5%	98.4%	100.0%
# of LEAs Meeting Target	45	45	46
% of LEAs Meeting Target	97.8%	97.8%	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	8	15.4%	NO	16	19.8%	NO	25	32.5%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	22	42.3%	NO	38	46.9%	NO	51	66.2%	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	26	50.0%	NO	50	61.7%	NO	58	75.3%	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%