

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2021-22) for All Indicators: 82

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	1,194	1,283	1,341
Special Ed Graduates	966	510	486
% Special Ed Graduates	80.9%	39.8%	36.2%
# of LEAs Meeting Target	56	N/A	35
% of LEAs Meeting Target	69.1%	N/A	42.7%
# of LEAs With 'N/A'	8	N/A	6

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	9,575	1,290	1,341
Special Ed Dropouts	153	165	209
% Special Ed Dropouts	1.6%	12.8%	15.6%
# of LEAs Meeting Target	68	N/A	65
% of LEAs Meeting Target	84.0%	N/A	79.3%
# of LEAs With 'N/A'	2	N/A	6

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: 82

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	1,914	---	2,009	---
	Regular assessment without accommodations	219	11.4%	213	10.6%
	Regular assessment with accommodations	1,318	68.9%	1,540	76.7%
	Alternate assessment against alternate achievement standards	235	12.3%	244	12.2%
	Participants	1,772	92.6%	1,997	99.4%
	Non-participants	142	7.4%	12	0.6%
	LEAs Meeting Target	N/A	N/A	78	98.7%
08	# of children with IEPs	1,753	---	1,924	---
	Regular assessment without accommodations	111	6.3%	94	4.9%
	Regular assessment with accommodations	1,235	70.5%	1,541	80.1%
	Alternate assessment against alternate achievement standards	206	11.8%	270	14.0%
	Participants	1,552	88.5%	1,905	99.0%
	Non-participants	201	11.5%	19	1.0%
	LEAs Meeting Target	N/A	N/A	75	97.4%
HS	# of children with IEPs	1,828	---	2,364	---
	Regular assessment without accommodations	123	6.7%	174	7.4%
	Regular assessment with accommodations	1,271	69.5%	1,877	79.4%
	Alternate assessment against alternate achievement standards	205	11.2%	255	10.8%
	Participants	1,599	87.5%	2,306	97.6%
	Non-participants	229	12.5%	58	2.5%
	LEAs Meeting Target	N/A	N/A	73	94.8%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	1,916	---	2,012	---
	Regular assessment without accommodations	216	11.3%	216	10.7%
	Regular assessment with accommodations	1,319	68.8%	1,536	76.3%
	Alternate assessment against alternate achievement standards	234	12.2%	245	12.2%
	Participants	1,769	92.3%	1,997	99.3%
	Non-participants	147	7.7%	15	0.8%
	LEAs Meeting Target	N/A	N/A	78	98.7%
08	# of children with IEPs	1,714	---	1,819	---
	Regular assessment without accommodations	98	5.7%	74	4.1%
	Regular assessment with accommodations	1,201	70.1%	1,454	79.9%
	Alternate assessment against alternate achievement standards	205	12.0%	270	14.8%
	Participants	1,504	87.8%	1,798	98.9%
	Non-participants	210	12.3%	21	1.2%
	LEAs Meeting Target	N/A	N/A	76	98.7%
HS	# of children with IEPs	2,178	---	2,699	---
	Regular assessment without accommodations	131	6.0%	172	6.4%
	Regular assessment with accommodations	1,365	62.7%	2,054	76.1%
	Alternate assessment against alternate achievement standards	207	9.5%	258	9.6%
	Participants	1,703	78.2%	2,484	92.0%
	Non-participants	475	21.8%	215	8.0%
	LEAs Meeting Target	N/A	N/A	46	59.7%

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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	1,537	---	1,753	---
	Proficient or above regular assessment without accommodations	90	54.6%	108	48.0%
	Proficient or above regular assessment with accommodations	75	45.5%	117	52.0%
	Total Proficients	165	10.7%	225	12.8%
	LEAs Meeting Target	N/A	N/A	20	25.3%
08	# of children with IEPs	1,346	---	1,635	---
	Proficient or above regular assessment without accommodations	33	27.1%	33	27.7%
	Proficient or above regular assessment with accommodations	89	73.0%	86	72.3%
	Total Proficients	122	9.1%	119	7.3%
	LEAs Meeting Target	N/A	N/A	10	14.1%
HS	# of children with IEPs	1,394	---	2,051	---
	Proficient or above regular assessment without accommodations	23	20.0%	26	14.1%
	Proficient or above regular assessment with accommodations	92	80.0%	159	86.0%
	Total Proficients	115	8.3%	185	9.0%
	LEAs Meeting Target	N/A	N/A	22	29.0%

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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	1,535	---	1,752	---
	Proficient or above regular assessment without accommodations	79	56.4%	129	38.9%
	Proficient or above regular assessment with accommodations	61	43.6%	203	61.1%
	Total Proficients	140	9.1%	332	19.0%
	LEAs Meeting Target	N/A	N/A	46	58.2%
08	# of children with IEPs	1,299	---	1,528	---
	Proficient or above regular assessment without accommodations	37	32.2%	40	19.0%
	Proficient or above regular assessment with accommodations	78	67.8%	171	81.0%
	Total Proficients	115	8.9%	211	13.8%
	LEAs Meeting Target	N/A	N/A	38	53.5%
HS	# of children with IEPs	1,493	---	2,225	---
	Proficient or above regular assessment without accommodations	27	19.2%	41	21.4%
	Proficient or above regular assessment with accommodations	114	80.9%	151	78.7%
	Total Proficients	141	9.4%	192	8.6%
	LEAs Meeting Target	N/A	N/A	22	29.0%

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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	235	---	244	---
	Alternate assessment against alternate achievement standards	219	93.2%	238	97.5%
	LEAs Meeting Target	N/A	N/A	39	92.9%
08	# of children with IEPs	206	---	270	---
	Alternate assessment against alternate achievement standards	194	94.2%	255	94.4%
	LEAs Meeting Target	N/A	N/A	36	81.8%
HS	# of children with IEPs	205	---	255	---
	Alternate assessment against alternate achievement standards	182	88.8%	245	96.1%
	LEAs Meeting Target	N/A	N/A	39	90.7%

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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	234	---	245	---
	Alternate assessment against alternate achievement standards	211	90.2%	227	92.7%
	LEAs Meeting Target	N/A	N/A	35	83.3%
08	# of children with IEPs	205	---	270	---
	Alternate assessment against alternate achievement standards	193	94.2%	257	95.2%
	LEAs Meeting Target	N/A	N/A	38	86.4%
HS	# of children with IEPs	207	---	258	---
	Alternate assessment against alternate achievement standards	197	95.2%	243	94.2%
	LEAs Meeting Target	N/A	N/A	37	86.1%

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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	3,758	32.6%	4,554	36.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	165	10.7%	225	12.8%
	Proficiency rate gap		21.9%		23.5%
	LEAs Meeting Target	N/A	N/A	42	51.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,762	43.6%	6,068	40.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	122	9.1%	119	7.3%
	Proficiency rate gap		34.6%		33.6%
	LEAs Meeting Target	N/A	N/A	39	48.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,178	34.6%	5,386	33.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	115	8.3%	185	9.0%
	Proficiency rate gap		26.4%		24.4%
	LEAs Meeting Target	N/A	N/A	42	54.6%

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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	3,765	32.7%	6,180	49.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	140	9.1%	332	19.0%
	Proficiency rate gap		23.6%		30.4%
	LEAs Meeting Target	N/A	N/A	28	34.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,034	43.1%	7,014	53.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	115	8.9%	211	13.8%
	Proficiency rate gap		34.2%		39.3%
	LEAs Meeting Target	N/A	N/A	40	50.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,600	48.2%	7,863	44.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	141	9.4%	192	8.6%
	Proficiency rate gap		38.7%		36.2%
	LEAs Meeting Target	N/A	N/A	37	48.1%

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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	1	0
# of LEAs Meeting Target	81	N/A	82
% 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: 82

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	1	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	81	81	82
% 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	20,229	---	21,171	---	22,704	---
5A: Inside the regular class 80% or more of the day	14,561	72.0%	15,247	72.0%	16,400	72.2%
5B: Inside the regular class less than 40% of the day	2,964	14.7%	3,057	14.4%	3,216	14.2%
5C: In separate school, residential facility or homebound or hospital	127	0.6%	120	0.6%	141	0.6%
LEAs Meeting Target 5A	64	79.0%	N/A	N/A	51	62.2%
LEAs Meeting Target 5B	55	67.9%	N/A	N/A	66	80.5%
LEAs Meeting Target 5C	69	85.2%	N/A	N/A	65	79.3%

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	898	---	901	---
6A: Attending REC & receiving majority of SPED and related services in a REC	140	15.6%	125	13.9%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	242	27.0%	231	25.6%
6C: Receiving special education and related services in the home	11	1.2%	5	0.6%
LEAs Meeting Target 6A	N/A	N/A	38	46.3%
LEAs Meeting Target 6B	N/A	N/A	56	68.3%
LEAs Meeting Target 6C	N/A	N/A	78	95.1%

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	2	0.2%	---	8	1.0%	---	4	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	111	12.9%	---	101	13.0%	---	155	20.6%	---
Improved functioning to reach a level nearer to same-aged peers	205	23.8%	---	190	24.5%	---	189	25.1%	---
Improved functioning to reach a level comparable to same-aged peers	336	39.0%	---	276	35.6%	---	261	34.6%	---
Maintained functioning at a level comparable to same-aged peers	207	24.0%	---	200	25.8%	---	145	19.2%	---
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	---	82.7%	NO	---	81.0%	NO	---	73.9%	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	---	63.1%	YES	---	61.4%	NO	---	53.9%	NO

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Total Number of LEAs (2021-22) for All Indicators: 82

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	3	0.3%	---	5	0.6%	---	2	0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	133	15.4%	---	126	16.2%	---	181	24.1%	---
Improved functioning to reach a level nearer to same-aged peers	221	25.7%	---	224	28.9%	---	184	24.5%	---
Improved functioning to reach a level comparable to same-aged peers	288	33.4%	---	250	32.2%	---	282	37.6%	---
Maintained functioning at a level comparable to same-aged peers	216	25.1%	---	171	22.0%	---	102	13.6%	---
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	---	78.9%	NO	---	78.4%	NO	---	71.8%	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	---	58.5%	YES	---	54.3%	NO	---	51.1%	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	4	0.5%	---	5	0.6%	---	3	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	90	10.5%	---	96	12.4%	---	124	16.5%	---
Improved functioning to reach a level nearer to same-aged peers	110	12.8%	---	121	15.6%	---	117	15.5%	---
Improved functioning to reach a level comparable to same-aged peers	270	31.4%	---	232	29.9%	---	245	32.5%	---
Maintained functioning at a level comparable to same-aged peers	387	44.9%	---	322	41.5%	---	265	35.2%	---
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	---	80.2%	NO	---	77.8%	NO	---	74.0%	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	---	76.3%	YES	---	71.4%	YES	---	67.6%	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	85.6%	YES	72.4%	N/A	64.6%	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	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	81	81	82
% 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	10	12
# 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	81	81	82
% 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	3,263	5,223	5,928
# of children whose evaluations completed within State established timeline	3,248	5,164	5,888
% of children whose evaluations completed within State established timeline	99.5%	98.9%	99.3%
# of LEAs Meeting Target	80	70	81
% of LEAs Meeting Target	98.8%	86.4%	98.8%

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	280	274	211
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	37	31	12
# found eligible & IEP developed & implemented by third birthday	224	231	151
# whose parent refusal caused delay in evaluation or initial services	15	6	0
# serviced in Part C less than 90 days before third birthday	4	6	48
% 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	81	81	82
% 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).

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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	1,030	1,036	1,212
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,030	1,036	1,212
% 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	81	79	82
% of LEAs Meeting Target	100.0%	97.5%	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	37	16.4%	NO	49	18.0%	NO	65	19.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	114	50.7%	NO	134	49.1%	NO	179	54.2%	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	139	61.8%	NO	167	61.2%	NO	227	68.8%	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%