

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2021-22) for All Indicators: 43

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	303	331	348
Special Ed Graduates	265	174	172
% Special Ed Graduates	87.5%	52.6%	49.4%
# of LEAs Meeting Target	33	N/A	28
% of LEAs Meeting Target	76.7%	N/A	65.1%
# of LEAs With 'N/A'	5	N/A	3

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	2,697	332	348
Special Ed Dropouts	29	27	34
% Special Ed Dropouts	1.1%	8.1%	9.8%
# of LEAs Meeting Target	41	N/A	35
% of LEAs Meeting Target	95.3%	N/A	81.4%
# of LEAs With 'N/A'	0	N/A	3

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: 43

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	648	---	744	---
	Regular assessment without accommodations	89	13.7%	105	14.1%
	Regular assessment with accommodations	451	69.6%	552	74.2%
	Alternate assessment against alternate achievement standards	63	9.7%	76	10.2%
	Participants	603	93.1%	733	98.5%
	Non-participants	45	6.9%	11	1.5%
	LEAs Meeting Target	N/A	N/A	39	97.5%
08	# of children with IEPs	553	---	552	---
	Regular assessment without accommodations	38	6.9%	33	6.0%
	Regular assessment with accommodations	402	72.7%	456	82.6%
	Alternate assessment against alternate achievement standards	62	11.2%	61	11.1%
	Participants	502	90.8%	550	99.6%
	Non-participants	51	9.2%	2	0.4%
	LEAs Meeting Target	N/A	N/A	42	100.0%
HS	# of children with IEPs	496	---	579	---
	Regular assessment without accommodations	43	8.7%	28	4.8%
	Regular assessment with accommodations	379	76.4%	486	83.9%
	Alternate assessment against alternate achievement standards	50	10.1%	62	10.7%
	Participants	472	95.2%	576	99.5%
	Non-participants	24	4.8%	3	0.5%
	LEAs Meeting Target	N/A	N/A	40	100.0%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	648	---	744	---
	Regular assessment without accommodations	89	13.7%	112	15.1%
	Regular assessment with accommodations	449	69.3%	545	73.3%
	Alternate assessment against alternate achievement standards	63	9.7%	76	10.2%
	Participants	601	92.8%	733	98.5%
	Non-participants	47	7.3%	11	1.5%
	LEAs Meeting Target	N/A	N/A	39	97.5%
08	# of children with IEPs	550	---	540	---
	Regular assessment without accommodations	40	7.3%	30	5.6%
	Regular assessment with accommodations	394	71.6%	446	82.6%
	Alternate assessment against alternate achievement standards	62	11.3%	61	11.3%
	Participants	496	90.2%	537	99.4%
	Non-participants	54	9.8%	3	0.6%
	LEAs Meeting Target	N/A	N/A	42	100.0%
HS	# of children with IEPs	566	---	695	---
	Regular assessment without accommodations	33	5.8%	46	6.6%
	Regular assessment with accommodations	429	75.8%	562	80.9%
	Alternate assessment against alternate achievement standards	50	8.8%	61	8.8%
	Participants	512	90.5%	669	96.3%
	Non-participants	54	9.5%	26	3.7%
	LEAs Meeting Target	N/A	N/A	30	75.0%

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Total Number of LEAs (2021-22) for All Indicators: 43

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	540	---	657	---
	Proficient or above regular assessment without accommodations	39	60.0%	40	59.7%
	Proficient or above regular assessment with accommodations	26	40.0%	27	40.3%
	Total Proficients	65	12.0%	67	10.2%
	LEAs Meeting Target	N/A	N/A	7	17.5%
08	# of children with IEPs	440	---	489	---
	Proficient or above regular assessment without accommodations	15	36.6%	15	34.9%
	Proficient or above regular assessment with accommodations	26	63.4%	28	65.1%
	Total Proficients	41	9.3%	43	8.8%
	LEAs Meeting Target	N/A	N/A	6	14.3%
HS	# of children with IEPs	422	---	514	---
	Proficient or above regular assessment without accommodations	13	24.1%	7	16.7%
	Proficient or above regular assessment with accommodations	41	75.9%	35	83.3%
	Total Proficients	54	12.8%	42	8.2%
	LEAs Meeting Target	N/A	N/A	7	18.0%

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Total Number of LEAs (2021-22) for All Indicators: 43

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	538	---	657	---
	Proficient or above regular assessment without accommodations	41	68.3%	59	53.6%
	Proficient or above regular assessment with accommodations	19	31.7%	51	46.4%
	Total Proficients	60	11.2%	110	16.7%
	LEAs Meeting Target	N/A	N/A	17	42.5%
08	# of children with IEPs	434	---	476	---
	Proficient or above regular assessment without accommodations	19	40.4%	16	24.2%
	Proficient or above regular assessment with accommodations	28	59.6%	50	75.8%
	Total Proficients	47	10.8%	66	13.9%
	LEAs Meeting Target	N/A	N/A	19	45.2%
HS	# of children with IEPs	462	---	605	---
	Proficient or above regular assessment without accommodations	11	21.6%	14	24.6%
	Proficient or above regular assessment with accommodations	40	78.4%	43	75.4%
	Total Proficients	51	11.0%	57	9.4%
	LEAs Meeting Target	N/A	N/A	15	38.5%

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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	63	---	76	---
	Alternate assessment against alternate achievement standards	62	98.4%	72	94.7%
	LEAs Meeting Target	N/A	N/A	12	75.0%
08	# of children with IEPs	62	---	61	---
	Alternate assessment against alternate achievement standards	60	96.8%	61	100.0%
	LEAs Meeting Target	N/A	N/A	15	100.0%
HS	# of children with IEPs	50	---	62	---
	Alternate assessment against alternate achievement standards	48	96.0%	52	83.9%
	LEAs Meeting Target	N/A	N/A	17	81.0%

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Total Number of LEAs (2021-22) for All Indicators: 43

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	63	---	76	---
	Alternate assessment against alternate achievement standards	56	88.9%	67	88.2%
	LEAs Meeting Target	N/A	N/A	11	68.8%
08	# of children with IEPs	62	---	61	---
	Alternate assessment against alternate achievement standards	60	96.8%	60	98.4%
	LEAs Meeting Target	N/A	N/A	14	93.3%
HS	# of children with IEPs	50	---	61	---
	Alternate assessment against alternate achievement standards	47	94.0%	51	83.6%
	LEAs Meeting Target	N/A	N/A	18	85.7%

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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	1,563	35.9%	1,691	33.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	65	12.0%	67	10.2%
	Proficiency rate gap		23.8%		23.5%
	LEAs Meeting Target	N/A	N/A	17	39.5%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,010	45.3%	1,913	42.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	9.3%	43	8.8%
	Proficiency rate gap		35.9%		33.7%
	LEAs Meeting Target	N/A	N/A	19	44.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,602	41.4%	1,783	40.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	12.8%	42	8.2%
	Proficiency rate gap		28.6%		31.9%
	LEAs Meeting Target	N/A	N/A	20	46.5%

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Total Number of LEAs (2021-22) for All Indicators: 43

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	1,614	37.1%	2,294	45.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	11.2%	110	16.7%
	Proficiency rate gap		25.9%		29.0%
	LEAs Meeting Target	N/A	N/A	17	39.5%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,992	46.3%	2,371	55.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	47	10.8%	66	13.9%
	Proficiency rate gap		35.4%		41.1%
	LEAs Meeting Target	N/A	N/A	16	37.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,409	53.1%	2,558	51.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	51	11.0%	57	9.4%
	Proficiency rate gap		42.0%		41.7%
	LEAs Meeting Target	N/A	N/A	23	53.5%

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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	43	N/A	43
% 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: 43

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	43
% 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	6,229	---	6,623	---	6,775	---
5A: Inside the regular class 80% or more of the day	4,695	75.4%	5,061	76.4%	5,136	75.8%
5B: Inside the regular class less than 40% of the day	676	10.9%	691	10.4%	698	10.3%
5C: In separate school, residential facility or homebound or hospital	5	0.1%	9	0.1%	19	0.3%
LEAs Meeting Target 5A	33	76.7%	N/A	N/A	29	67.4%
LEAs Meeting Target 5B	36	83.7%	N/A	N/A	41	95.4%
LEAs Meeting Target 5C	43	100.0%	N/A	N/A	42	97.7%

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	349	---	387	---
6A: Attending REC & receiving majority of SPED and related services in a REC	164	47.0%	184	47.6%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	13	3.7%	9	2.3%
6C: Receiving special education and related services in the home	1	0.3%	2	0.5%
LEAs Meeting Target 6A	N/A	N/A	27	62.8%
LEAs Meeting Target 6B	N/A	N/A	42	97.7%
LEAs Meeting Target 6C	N/A	N/A	41	95.4%

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		0.4%	---	2	0.7%	---	3	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	11	4.1%	---	22	8.2%	---	22	6.9%	---
Improved functioning to reach a level nearer to same-aged peers	80	29.7%	---	75	27.9%	---	90	28.3%	---
Improved functioning to reach a level comparable to same-aged peers	110	40.9%	---	111	41.3%	---	146	45.9%	---
Maintained functioning at a level comparable to same-aged peers	67	24.9%	---	59	21.9%	---	57	17.9%	---
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	---	94.1%	YES	---	88.6%	YES	---	90.4%	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	---	65.8%	YES	---	63.2%	YES	---	63.8%	YES

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Total Number of LEAs (2021-22) for All Indicators: 43

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	0.7%	---		0.4%	---	4	1.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	18	6.7%	---	23	8.6%	---	26	8.2%	---
Improved functioning to reach a level nearer to same-aged peers	89	33.1%	---	82	30.5%	---	95	29.9%	---
Improved functioning to reach a level comparable to same-aged peers	123	45.7%	---	129	48.0%	---	152	47.8%	---
Maintained functioning at a level comparable to same-aged peers	37	13.8%	---	34	12.6%	---	41	12.9%	---
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	---	91.4%	YES	---	89.8%	YES	---	89.2%	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	---	59.5%	YES	---	60.6%	YES	---	60.7%	YES

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Total Number of LEAs (2021-22) for All Indicators: 43

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	0.0%	---		0.4%	---	4	1.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	10	3.7%	---	14	5.2%	---	19	6.0%	---
Improved functioning to reach a level nearer to same-aged peers	43	16.0%	---	52	19.3%	---	44	13.8%	---
Improved functioning to reach a level comparable to same-aged peers	116	43.1%	---	108	40.2%	---	151	47.5%	---
Maintained functioning at a level comparable to same-aged peers	100	37.2%	---	94	34.9%	---	100	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	---	94.1%	YES	---	91.4%	YES	---	89.5%	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	---	80.3%	YES	---	75.1%	YES	---	78.9%	YES

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Total Number of LEAs (2021-22) for All Indicators: 43

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	71.0%	NO	68.7%	N/A	73.5%	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	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	43
% 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	2	1	2
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	43	43	43
% 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: 43

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	1,200	1,516	1,819
# of children whose evaluations completed within State established timeline	1,200	1,516	1,819
% of children whose evaluations completed within State established timeline	100.0%	100.0%	100.0%
# of LEAs Meeting Target	43	43	43
% 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 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	79	128	55
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	12	25	9
# found eligible & IEP developed & implemented by third birthday	64	99	37
# whose parent refusal caused delay in evaluation or initial services	3	1	2
# serviced in Part C less than 90 days before third birthday	0	3	7
% 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	43
% 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	333	359	343
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	333	359	343
% 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	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2021-22) for All Indicators: 43

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	10	20.4%	NO	17	23.9%	NO	13	22.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	26	53.1%	NO	45	63.4%	YES	34	58.6%	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	33	67.3%	NO	51	71.8%	NO	41	70.7%	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%