

Region Summary Tables SPP/APR Indicators 1-14

Region: 19

Total Number of LEAs (2021-22) for All Indicators: 19

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	1,028	1,103	1,145
Special Ed Graduates	729	480	545
% Special Ed Graduates	70.9%	43.5%	47.6%
# of LEAs Meeting Target	9	N/A	14
% of LEAs Meeting Target	47.4%	N/A	73.7%
# of LEAs With 'N/A'	4	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	8,235	1,106	1,145
Special Ed Dropouts	195	202	230
% Special Ed Dropouts	2.4%	18.3%	20.1%
# of LEAs Meeting Target	14	N/A	10
% of LEAs Meeting Target	73.7%	N/A	52.6%
# of LEAs With 'N/A'	1	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.

Region: 19

Total Number of LEAs (2021-22) for All Indicators: 19

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	1,645	---	1,712	---
	Regular assessment without accommodations	173	10.5%	190	11.1%
	Regular assessment with accommodations	796	48.4%	1,326	77.5%
	Alternate assessment against alternate achievement standards	122	7.4%	185	10.8%
	Participants	1,091	66.3%	1,701	99.4%
	Non-participants	554	33.7%	11	0.6%
	LEAs Meeting Target	N/A	N/A	14	100.0%
08	# of children with IEPs	1,515	---	1,599	---
	Regular assessment without accommodations	84	5.5%	77	4.8%
	Regular assessment with accommodations	723	47.7%	1,326	82.9%
	Alternate assessment against alternate achievement standards	79	5.2%	167	10.4%
	Participants	886	58.5%	1,570	98.2%
	Non-participants	629	41.5%	29	1.8%
	LEAs Meeting Target	N/A	N/A	13	100.0%
HS	# of children with IEPs	1,647	---	2,343	---
	Regular assessment without accommodations	122	7.4%	134	5.7%
	Regular assessment with accommodations	1,024	62.2%	1,934	82.5%
	Alternate assessment against alternate achievement standards	98	6.0%	168	7.2%
	Participants	1,244	75.5%	2,236	95.4%
	Non-participants	403	24.5%	107	4.6%
	LEAs Meeting Target	N/A	N/A	13	76.5%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	1,655	---	1,711	---
	Regular assessment without accommodations	168	10.2%	203	11.9%
	Regular assessment with accommodations	797	48.2%	1,312	76.7%
	Alternate assessment against alternate achievement standards	122	7.4%	184	10.8%
	Participants	1,087	65.7%	1,699	99.3%
	Non-participants	568	34.3%	12	0.7%
	LEAs Meeting Target	N/A	N/A	14	100.0%
08	# of children with IEPs	1,525	---	1,575	---
	Regular assessment without accommodations	78	5.1%	79	5.0%
	Regular assessment with accommodations	664	43.5%	1,295	82.2%
	Alternate assessment against alternate achievement standards	79	5.2%	167	10.6%
	Participants	821	53.8%	1,541	97.8%
	Non-participants	704	46.2%	34	2.2%
	LEAs Meeting Target	N/A	N/A	12	92.3%
HS	# of children with IEPs	2,536	---	3,045	---
	Regular assessment without accommodations	171	6.7%	126	4.1%
	Regular assessment with accommodations	1,313	51.8%	2,317	76.1%
	Alternate assessment against alternate achievement standards	101	4.0%	166	5.5%
	Participants	1,585	62.5%	2,609	85.7%
	Non-participants	951	37.5%	436	14.3%
	LEAs Meeting Target	N/A	N/A	5	29.4%

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Total Number of LEAs (2021-22) for All Indicators: 19

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	969	---	1,516	---
	Proficient or above regular assessment without accommodations	41	61.2%	99	42.3%
	Proficient or above regular assessment with accommodations	26	38.8%	135	57.7%
	Total Proficients	67	6.9%	234	15.4%
	LEAs Meeting Target	N/A	N/A	2	14.3%
08	# of children with IEPs	807	---	1,403	---
	Proficient or above regular assessment without accommodations	15	30.0%	29	16.3%
	Proficient or above regular assessment with accommodations	35	70.0%	149	83.7%
	Total Proficients	50	6.2%	178	12.7%
	LEAs Meeting Target	N/A	N/A	3	23.1%
HS	# of children with IEPs	1,146	---	2,068	---
	Proficient or above regular assessment without accommodations	22	18.0%	39	11.9%
	Proficient or above regular assessment with accommodations	100	82.0%	288	88.1%
	Total Proficients	122	10.7%	327	15.8%
	LEAs Meeting Target	N/A	N/A	7	43.8%

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Total Number of LEAs (2021-22) for All Indicators: 19

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	965	---	1,515	---
	Proficient or above regular assessment without accommodations	54	58.1%	128	39.0%
	Proficient or above regular assessment with accommodations	39	41.9%	200	61.0%
	Total Proficients	93	9.6%	328	21.7%
	LEAs Meeting Target	N/A	N/A	10	71.4%
08	# of children with IEPs	740	---	1,374	---
	Proficient or above regular assessment without accommodations	26	34.7%	40	17.6%
	Proficient or above regular assessment with accommodations	49	65.3%	187	82.4%
	Total Proficients	75	10.1%	227	16.5%
	LEAs Meeting Target	N/A	N/A	6	46.2%
HS	# of children with IEPs	1,481	---	2,440	---
	Proficient or above regular assessment without accommodations	28	26.4%	33	16.2%
	Proficient or above regular assessment with accommodations	78	73.6%	171	83.8%
	Total Proficients	106	7.2%	204	8.4%
	LEAs Meeting Target	N/A	N/A	4	25.0%

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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	122	---	185	---
	Alternate assessment against alternate achievement standards	114	93.4%	179	96.8%
	LEAs Meeting Target	N/A	N/A	7	77.8%
08	# of children with IEPs	79	---	167	---
	Alternate assessment against alternate achievement standards	75	94.9%	155	92.8%
	LEAs Meeting Target	N/A	N/A	6	66.7%
HS	# of children with IEPs	98	---	168	---
	Alternate assessment against alternate achievement standards	88	89.8%	159	94.6%
	LEAs Meeting Target	N/A	N/A	6	75.0%

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Total Number of LEAs (2021-22) for All Indicators: 19

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	122	---	184	---
	Alternate assessment against alternate achievement standards	99	81.2%	168	91.3%
	LEAs Meeting Target	N/A	N/A	7	77.8%
08	# of children with IEPs	79	---	167	---
	Alternate assessment against alternate achievement standards	78	98.7%	151	90.4%
	LEAs Meeting Target	N/A	N/A	5	55.6%
HS	# of children with IEPs	101	---	166	---
	Alternate assessment against alternate achievement standards	97	96.0%	148	89.2%
	LEAs Meeting Target	N/A	N/A	2	25.0%

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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	1,445	19.8%	4,213	37.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	67	6.9%	234	15.4%
	Proficiency rate gap		12.9%		22.1%
	LEAs Meeting Target	N/A	N/A	8	50.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,721	29.6%	6,651	46.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	50	6.2%	178	12.7%
	Proficiency rate gap		23.4%		33.7%
	LEAs Meeting Target	N/A	N/A	9	60.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,227	29.4%	6,122	35.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	122	10.7%	327	15.8%
	Proficiency rate gap		18.8%		20.0%
	LEAs Meeting Target	N/A	N/A	14	82.4%

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Total Number of LEAs (2021-22) for All Indicators: 19

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	2,034	28.0%	5,735	51.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	93	9.6%	328	21.7%
	Proficiency rate gap		18.4%		29.4%
	LEAs Meeting Target	N/A	N/A	7	43.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,406	36.5%	7,067	55.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	75	10.1%	227	16.5%
	Proficiency rate gap		26.4%		38.8%
	LEAs Meeting Target	N/A	N/A	7	46.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,231	41.9%	8,311	39.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	106	7.2%	204	8.4%
	Proficiency rate gap		34.7%		30.9%
	LEAs Meeting Target	N/A	N/A	13	76.5%

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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	19	N/A	19
% 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: 19

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	19	19	19
% 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	19,296	---	19,201	---	19,260	---
5A: Inside the regular class 80% or more of the day	13,431	69.6%	13,413	69.9%	13,342	69.3%
5B: Inside the regular class less than 40% of the day	3,151	16.3%	3,114	16.2%	3,173	16.5%
5C: In separate school, residential facility or homebound or hospital	111	0.6%	94	0.5%	125	0.7%
LEAs Meeting Target 5A	16	84.2%	N/A	N/A	13	68.4%
LEAs Meeting Target 5B	9	47.4%	N/A	N/A	12	63.2%
LEAs Meeting Target 5C	17	89.5%	N/A	N/A	13	68.4%

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	---	837	---
6A: Attending REC & receiving majority of SPED and related services in a REC	356	39.6%	232	27.7%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	287	32.0%	297	35.5%
6C: Receiving special education and related services in the home	5	0.6%	6	0.7%
LEAs Meeting Target 6A	N/A	N/A	14	73.7%
LEAs Meeting Target 6B	N/A	N/A	16	84.2%
LEAs Meeting Target 6C	N/A	N/A	17	89.5%

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

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Total Number of LEAs (2021-22) for All Indicators: 19

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	3	0.4%	---	6	0.8%	---		0.1%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	50	6.6%	---	57	7.4%	---	47	6.5%	---
Improved functioning to reach a level nearer to same-aged peers	198	26.1%	---	228	29.7%	---	250	34.8%	---
Improved functioning to reach a level comparable to same-aged peers	356	46.8%	---	347	45.2%	---	323	44.9%	---
Maintained functioning at a level comparable to same-aged peers	153	20.1%	---	129	16.8%	---	98	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	---	91.3%	YES	---	90.1%	YES	---	92.3%	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	---	67.0%	YES	---	62.1%	NO	---	58.6%	NO

Region: 19

Total Number of LEAs (2021-22) for All Indicators: 19

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	9	1.2%	---	4	0.5%	---	2	0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	58	7.6%	---	67	8.7%	---	46	6.4%	---
Improved functioning to reach a level nearer to same-aged peers	222	29.2%	---	253	33.0%	---	262	36.4%	---
Improved functioning to reach a level comparable to same-aged peers	359	47.2%	---	350	45.6%	---	339	47.2%	---
Maintained functioning at a level comparable to same-aged peers	112	14.7%	---	93	12.1%	---	70	9.7%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	89.7%	YES	---	89.5%	YES	---	92.6%	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	---	62.0%	YES	---	57.8%	YES	---	56.9%	YES

Region: 19

Total Number of LEAs (2021-22) for All Indicators: 19

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	3	0.4%	---	8	1.0%	---		0.1%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	38	5.0%	---	46	6.0%	---	40	5.6%	---
Improved functioning to reach a level nearer to same-aged peers	120	15.8%	---	138	18.0%	---	174	24.2%	---
Improved functioning to reach a level comparable to same-aged peers	323	42.5%	---	352	46.0%	---	345	48.0%	---
Maintained functioning at a level comparable to same-aged peers	276	36.3%	---	222	29.0%	---	159	22.1%	---
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	---	91.5%	YES	---	90.1%	YES	---	92.7%	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	---	78.8%	YES	---	74.9%	YES	---	70.1%	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	85.4%	YES	81.6%	N/A	66.9%	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	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	19	19	19
% 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	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	19	19	19
% 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: 19

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	2,952	2,687	3,771
# of children whose evaluations completed within State established timeline	2,930	2,612	3,771
% of children whose evaluations completed within State established timeline	99.3%	97.2%	100.0%
# of LEAs Meeting Target	16	14	19
% of LEAs Meeting Target	84.2%	73.7%	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	477	456	274
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	33	23	12
# found eligible & IEP developed & implemented by third birthday	410	377	210
# whose parent refusal caused delay in evaluation or initial services	16	31	15
# serviced in Part C less than 90 days before third birthday	15	19	37
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.3%	98.4%	100.0%
# of LEAs Meeting Target	17	15	19
% of LEAs Meeting Target	89.5%	78.9%	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	694	784	853
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	694	784	835
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	97.9%
# of LEAs Meeting Target	19	19	17
% of LEAs Meeting Target	100.0%	100.0%	89.5%

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Total Number of LEAs (2021-22) for All Indicators: 19

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	51	20.3%	NO	54	25.6%	NO	71	30.5%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	116	46.2%	NO	108	51.2%	NO	124	53.2%	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	148	59.0%	NO	130	61.6%	NO	147	63.1%	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%