

Region Summary Tables SPP/APR Indicators 1-14

Region: 01

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	2,216	2,367	2,907
Special Ed Graduates	1,732	1,052	1,231
% Special Ed Graduates	78.2%	44.4%	42.4%
# of LEAs Meeting Target	14	N/A	25
% of LEAs Meeting Target	31.8%	N/A	56.8%
# of LEAs With 'N/A'	2	N/A	1

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	17,879	2,377	2,907
Special Ed Dropouts	246	290	518
% Special Ed Dropouts	1.4%	12.2%	17.8%
# of LEAs Meeting Target	33	N/A	20
% of LEAs Meeting Target	75.0%	N/A	45.5%
# of LEAs With 'N/A'	0	N/A	1

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: 01

Total Number of LEAs (2021-22) for All Indicators: 44

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	3,740	---	3,951	---
	Regular assessment without accommodations	135	3.6%	154	3.9%
	Regular assessment with accommodations	2,003	53.6%	3,084	78.1%
	Alternate assessment against alternate achievement standards	378	10.1%	679	17.2%
	Participants	2,516	67.3%	3,917	99.1%
	Non-participants	1,224	32.7%	34	0.9%
	LEAs Meeting Target	N/A	N/A	40	97.6%
08	# of children with IEPs	3,393	---	3,539	---
	Regular assessment without accommodations	91	2.7%	103	2.9%
	Regular assessment with accommodations	1,742	51.3%	2,856	80.7%
	Alternate assessment against alternate achievement standards	275	8.1%	514	14.5%
	Participants	2,108	62.1%	3,473	98.1%
	Non-participants	1,285	37.9%	66	1.9%
	LEAs Meeting Target	N/A	N/A	40	95.2%
HS	# of children with IEPs	3,368	---	4,821	---
	Regular assessment without accommodations	189	5.6%	249	5.2%
	Regular assessment with accommodations	1,925	57.2%	3,829	79.4%
	Alternate assessment against alternate achievement standards	288	8.6%	514	10.7%
	Participants	2,402	71.3%	4,592	95.3%
	Non-participants	966	28.7%	229	4.8%
	LEAs Meeting Target	N/A	N/A	28	66.7%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	3,772	---	3,967	---
	Regular assessment without accommodations	139	3.7%	159	4.0%
	Regular assessment with accommodations	1,980	52.5%	3,080	77.6%
	Alternate assessment against alternate achievement standards	377	10.0%	680	17.1%
	Participants	2,496	66.2%	3,919	98.8%
	Non-participants	1,276	33.8%	48	1.2%
	LEAs Meeting Target	N/A	N/A	37	90.2%
08	# of children with IEPs	3,373	---	3,499	---
	Regular assessment without accommodations	80	2.4%	85	2.4%
	Regular assessment with accommodations	1,625	48.2%	2,816	80.5%
	Alternate assessment against alternate achievement standards	273	8.1%	514	14.7%
	Participants	1,978	58.6%	3,415	97.6%
	Non-participants	1,395	41.4%	84	2.4%
	LEAs Meeting Target	N/A	N/A	38	90.5%
HS	# of children with IEPs	5,478	---	6,413	---
	Regular assessment without accommodations	138	2.5%	138	2.2%
	Regular assessment with accommodations	2,660	48.6%	4,467	69.7%
	Alternate assessment against alternate achievement standards	291	5.3%	515	8.0%
	Participants	3,089	56.4%	5,120	79.8%
	Non-participants	2,389	43.6%	1,293	20.2%
	LEAs Meeting Target	N/A	N/A	8	19.1%

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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	2,138	---	3,238	---
	Proficient or above regular assessment without accommodations	45	35.4%	87	20.6%
	Proficient or above regular assessment with accommodations	82	64.6%	335	79.4%
	Total Proficients	127	5.9%	422	13.0%
	LEAs Meeting Target	N/A	N/A	7	17.1%
08	# of children with IEPs	1,833	---	2,959	---
	Proficient or above regular assessment without accommodations	21	18.9%	51	13.5%
	Proficient or above regular assessment with accommodations	90	81.1%	326	86.5%
	Total Proficients	111	6.1%	377	12.7%
	LEAs Meeting Target	N/A	N/A	7	16.7%
HS	# of children with IEPs	2,114	---	4,078	---
	Proficient or above regular assessment without accommodations	28	17.1%	41	7.5%
	Proficient or above regular assessment with accommodations	136	82.9%	507	92.5%
	Total Proficients	164	7.8%	548	13.4%
	LEAs Meeting Target	N/A	N/A	9	21.4%

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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	2,118	---	3,239	---
	Proficient or above regular assessment without accommodations	54	38.9%	107	19.8%
	Proficient or above regular assessment with accommodations	85	61.2%	434	80.2%
	Total Proficients	139	6.6%	541	16.7%
	LEAs Meeting Target	N/A	N/A	19	46.3%
08	# of children with IEPs	1,705	---	2,901	---
	Proficient or above regular assessment without accommodations	30	25.6%	52	12.3%
	Proficient or above regular assessment with accommodations	87	74.4%	370	87.7%
	Total Proficients	117	6.9%	422	14.6%
	LEAs Meeting Target	N/A	N/A	26	61.9%
HS	# of children with IEPs	2,796	---	4,603	---
	Proficient or above regular assessment without accommodations	34	14.7%	48	12.9%
	Proficient or above regular assessment with accommodations	198	85.3%	323	87.1%
	Total Proficients	232	8.3%	371	8.1%
	LEAs Meeting Target	N/A	N/A	7	16.7%

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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	378	---	679	---
	Alternate assessment against alternate achievement standards	369	97.6%	670	98.7%
	LEAs Meeting Target	N/A	N/A	31	96.9%
08	# of children with IEPs	275	---	514	---
	Alternate assessment against alternate achievement standards	272	98.9%	507	98.6%
	LEAs Meeting Target	N/A	N/A	28	87.5%
HS	# of children with IEPs	288	---	514	---
	Alternate assessment against alternate achievement standards	281	97.6%	504	98.1%
	LEAs Meeting Target	N/A	N/A	30	90.9%

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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	377	---	680	---
	Alternate assessment against alternate achievement standards	356	94.4%	649	95.4%
	LEAs Meeting Target	N/A	N/A	30	93.8%
08	# of children with IEPs	273	---	514	---
	Alternate assessment against alternate achievement standards	270	98.9%	499	97.1%
	LEAs Meeting Target	N/A	N/A	26	81.3%
HS	# of children with IEPs	291	---	515	---
	Alternate assessment against alternate achievement standards	287	98.6%	507	98.5%
	LEAs Meeting Target	N/A	N/A	31	93.9%

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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	4,137	19.8%	11,622	40.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	127	5.9%	422	13.0%
	Proficiency rate gap		13.9%		27.2%
	LEAs Meeting Target	N/A	N/A	12	29.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,790	28.1%	16,534	48.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	111	6.1%	377	12.7%
	Proficiency rate gap		22.0%		35.5%
	LEAs Meeting Target	N/A	N/A	25	59.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,244	25.0%	14,581	35.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	164	7.8%	548	13.4%
	Proficiency rate gap		17.2%		21.5%
	LEAs Meeting Target	N/A	N/A	30	71.4%

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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	5,588	26.9%	14,417	49.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	139	6.6%	541	16.7%
	Proficiency rate gap		20.4%		33.2%
	LEAs Meeting Target	N/A	N/A	10	24.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	8,336	40.0%	18,185	56.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	117	6.9%	422	14.6%
	Proficiency rate gap		33.2%		41.9%
	LEAs Meeting Target	N/A	N/A	12	28.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	13,694	41.8%	18,793	40.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	232	8.3%	371	8.1%
	Proficiency rate gap		33.5%		32.7%
	LEAs Meeting Target	N/A	N/A	31	73.8%

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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	44	N/A	44
% 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: 44

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	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	44	44	44
% 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	39,588	---	42,640	---	42,335	---
5A: Inside the regular class 80% or more of the day	26,306	66.4%	28,776	67.5%	28,510	67.3%
5B: Inside the regular class less than 40% of the day	7,056	17.8%	7,565	17.7%	7,135	16.9%
5C: In separate school, residential facility or homebound or hospital	484	1.2%	351	0.8%	750	1.8%
LEAs Meeting Target 5A	27	61.4%	N/A	N/A	25	56.8%
LEAs Meeting Target 5B	16	36.4%	N/A	N/A	22	50.0%
LEAs Meeting Target 5C	29	65.9%	N/A	N/A	14	31.8%

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	1,882	---	1,571	---
6A: Attending REC & receiving majority of SPED and related services in a REC	467	24.8%	374	23.8%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	423	22.5%	329	20.9%
6C: Receiving special education and related services in the home	24	1.3%	41	2.6%
LEAs Meeting Target 6A	N/A	N/A	23	52.3%
LEAs Meeting Target 6B	N/A	N/A	31	70.5%
LEAs Meeting Target 6C	N/A	N/A	27	61.4%

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: 44

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	8	0.4%	---	16	0.9%	---	13	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	266	14.7%	---	323	18.4%	---	318	20.4%	---
Improved functioning to reach a level nearer to same-aged peers	569	31.3%	---	551	31.4%	---	487	31.3%	---
Improved functioning to reach a level comparable to same-aged peers	677	37.3%	---	610	34.7%	---	547	35.2%	---
Maintained functioning at a level comparable to same-aged peers	295	16.3%	---	256	14.6%	---	191	12.3%	---
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	---	82.0%	NO	---	77.4%	NO	---	75.8%	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	---	53.6%	NO	---	49.3%	NO	---	47.4%	NO

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Total Number of LEAs (2021-22) for All Indicators: 44

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	14	0.8%	---	21	1.2%	---	11	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	325	17.9%	---	356	20.3%	---	349	22.4%	---
Improved functioning to reach a level nearer to same-aged peers	570	31.4%	---	598	34.1%	---	538	34.6%	---
Improved functioning to reach a level comparable to same-aged peers	677	37.3%	---	594	33.9%	---	509	32.7%	---
Maintained functioning at a level comparable to same-aged peers	229	12.6%	---	186	10.6%	---	149	9.6%	---
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	---	78.6%	NO	---	76.0%	NO	---	74.4%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	49.9%	NO	---	44.4%	NO	---	42.3%	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	11	0.6%	---	25	1.4%	---	12	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	235	12.9%	---	272	15.5%	---	281	18.1%	---
Improved functioning to reach a level nearer to same-aged peers	380	20.9%	---	414	23.6%	---	364	23.4%	---
Improved functioning to reach a level comparable to same-aged peers	701	38.6%	---	648	36.9%	---	575	37.0%	---
Maintained functioning at a level comparable to same-aged peers	488	26.9%	---	396	22.6%	---	324	20.8%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	81.5%	NO	---	78.2%	NO	---	76.2%	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	---	65.5%	NO	---	59.5%	NO	---	57.8%	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	83.9%	YES	83.1%	N/A	77.7%	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	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	44	44	44
% 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	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	44	44	44
% 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	6,558	5,399	6,954
# of children whose evaluations completed within State established timeline	6,556	5,051	6,898
% of children whose evaluations completed within State established timeline	100.0%	93.6%	99.2%
# of LEAs Meeting Target	42	39	34
% of LEAs Meeting Target	95.5%	88.6%	77.3%

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	700	944	618
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	161	114	106
# found eligible & IEP developed & implemented by third birthday	527	634	452
# whose parent refusal caused delay in evaluation or initial services	6	36	27
# serviced in Part C less than 90 days before third birthday	6	79	33
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	88.7%	100.0%
# of LEAs Meeting Target	44	39	44
% of LEAs Meeting Target	100.0%	88.6%	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	1,779	1,891	1,961
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,779	1,891	1,961
% 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	44	44	44
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2021-22) for All Indicators: 44

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	80	17.5%	NO	87	20.4%	NO	141	25.1%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	186	40.6%	NO	161	37.7%	NO	246	43.8%	NO
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	245	53.5%	NO	212	49.7%	NO	307	54.6%	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%