

Region Summary Tables SPP/APR Indicators 1-14

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	6,521	6,713	7,987
Special Ed Graduates	4,900	3,192	3,679
% Special Ed Graduates	75.1%	47.6%	46.1%
# of LEAs Meeting Target	49	N/A	63
% of LEAs Meeting Target	55.7%	N/A	71.6%
# of LEAs With 'N/A'	28	N/A	26

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.

Region Summary Tables SPP/APR Indicators 1-14

Region: 04

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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	49,407	6,741	7,987
Special Ed Dropouts	1,031	847	1,383
% Special Ed Dropouts	2.1%	12.6%	17.3%
# of LEAs Meeting Target	73	N/A	61
% of LEAs Meeting Target	83.0%	N/A	69.3%
# of LEAs With 'N/A'	9	N/A	26

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: 04

Total Number of LEAs (2021-22) for All Indicators: 88

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	11,320	---	12,355	---
	Regular assessment without accommodations	1,434	12.7%	1,564	12.7%
	Regular assessment with accommodations	7,521	66.4%	9,322	75.5%
	Alternate assessment against alternate achievement standards	1,101	9.7%	1,370	11.1%
	Participants	10,056	88.8%	12,256	99.2%
	Non-participants	1,264	11.2%	99	0.8%
	LEAs Meeting Target	N/A	N/A	70	100.0%
08	# of children with IEPs	9,284	---	10,290	---
	Regular assessment without accommodations	1,023	11.0%	1,110	10.8%
	Regular assessment with accommodations	5,741	61.8%	7,726	75.1%
	Alternate assessment against alternate achievement standards	967	10.4%	1,317	12.8%
	Participants	7,731	83.3%	10,153	98.7%
	Non-participants	1,553	16.7%	137	1.3%
	LEAs Meeting Target	N/A	N/A	75	97.4%
HS	# of children with IEPs	10,157	---	13,472	---
	Regular assessment without accommodations	1,142	11.2%	1,508	11.2%
	Regular assessment with accommodations	6,514	64.1%	10,062	74.7%
	Alternate assessment against alternate achievement standards	1,021	10.1%	1,360	10.1%
	Participants	8,677	85.4%	12,930	96.0%
	Non-participants	1,480	14.6%	542	4.0%
	LEAs Meeting Target	N/A	N/A	54	85.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 04

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	11,353	---	12,357	---
	Regular assessment without accommodations	1,516	13.4%	1,609	13.0%
	Regular assessment with accommodations	7,412	65.3%	9,275	75.1%
	Alternate assessment against alternate achievement standards	1,103	9.7%	1,367	11.1%
	Participants	10,031	88.4%	12,251	99.1%
	Non-participants	1,322	11.6%	106	0.9%
	LEAs Meeting Target	N/A	N/A	69	98.6%
08	# of children with IEPs	9,193	---	10,098	---
	Regular assessment without accommodations	877	9.5%	975	9.7%
	Regular assessment with accommodations	5,706	62.1%	7,646	75.7%
	Alternate assessment against alternate achievement standards	969	10.5%	1,315	13.0%
	Participants	7,552	82.2%	9,936	98.4%
	Non-participants	1,641	17.9%	162	1.6%
	LEAs Meeting Target	N/A	N/A	75	97.4%
HS	# of children with IEPs	13,086	---	16,539	---
	Regular assessment without accommodations	1,261	9.6%	1,471	8.9%
	Regular assessment with accommodations	7,490	57.2%	11,737	71.0%
	Alternate assessment against alternate achievement standards	1,011	7.7%	1,365	8.3%
	Participants	9,762	74.6%	14,573	88.1%
	Non-participants	3,324	25.4%	1,966	11.9%
	LEAs Meeting Target	N/A	N/A	18	28.6%

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Region: 04

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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	8,955	---	10,886	---
	Proficient or above regular assessment without accommodations	656	52.9%	809	47.1%
	Proficient or above regular assessment with accommodations	584	47.1%	908	52.9%
	Total Proficients	1,240	13.9%	1,717	15.8%
	LEAs Meeting Target	N/A	N/A	20	28.6%
08	# of children with IEPs	6,764	---	8,836	---
	Proficient or above regular assessment without accommodations	349	40.1%	410	36.4%
	Proficient or above regular assessment with accommodations	521	59.9%	718	63.7%
	Total Proficients	870	12.9%	1,128	12.8%
	LEAs Meeting Target	N/A	N/A	17	22.4%
HS	# of children with IEPs	7,656	---	11,570	---
	Proficient or above regular assessment without accommodations	230	24.8%	304	22.0%
	Proficient or above regular assessment with accommodations	699	75.2%	1,080	78.0%
	Total Proficients	929	12.1%	1,384	12.0%
	LEAs Meeting Target	N/A	N/A	14	22.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 04

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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	8,925	---	10,883	---
	Proficient or above regular assessment without accommodations	621	59.4%	972	41.5%
	Proficient or above regular assessment with accommodations	424	40.6%	1,368	58.5%
	Total Proficients	1,045	11.7%	2,340	21.5%
	LEAs Meeting Target	N/A	N/A	45	64.3%
08	# of children with IEPs	6,582	---	8,620	---
	Proficient or above regular assessment without accommodations	277	38.1%	429	29.7%
	Proficient or above regular assessment with accommodations	451	62.0%	1,018	70.4%
	Total Proficients	728	11.1%	1,447	16.8%
	LEAs Meeting Target	N/A	N/A	42	55.3%
HS	# of children with IEPs	8,742	---	13,194	---
	Proficient or above regular assessment without accommodations	304	30.8%	391	27.8%
	Proficient or above regular assessment with accommodations	683	69.2%	1,016	72.2%
	Total Proficients	987	11.3%	1,407	10.7%
	LEAs Meeting Target	N/A	N/A	24	38.7%

Region: 04

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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	1,101	---	1,370	---
	Alternate assessment against alternate achievement standards	1,023	92.9%	1,276	93.1%
	LEAs Meeting Target	N/A	N/A	37	68.5%
08	# of children with IEPs	967	---	1,317	---
	Alternate assessment against alternate achievement standards	910	94.1%	1,244	94.5%
	LEAs Meeting Target	N/A	N/A	40	74.1%
HS	# of children with IEPs	1,021	---	1,360	---
	Alternate assessment against alternate achievement standards	905	88.6%	1,241	91.3%
	LEAs Meeting Target	N/A	N/A	34	65.4%

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	1,103	---	1,367	---
	Alternate assessment against alternate achievement standards	937	85.0%	1,167	85.4%
	LEAs Meeting Target	N/A	N/A	30	55.6%
08	# of children with IEPs	969	---	1,315	---
	Alternate assessment against alternate achievement standards	903	93.2%	1,209	91.9%
	LEAs Meeting Target	N/A	N/A	39	72.2%
HS	# of children with IEPs	1,011	---	1,365	---
	Alternate assessment against alternate achievement standards	936	92.6%	1,199	87.8%
	LEAs Meeting Target	N/A	N/A	24	46.2%

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Region: 04

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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	27,488	34.9%	36,235	41.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,240	13.9%	1,717	15.8%
	Proficiency rate gap		21.1%		25.7%
	LEAs Meeting Target	N/A	N/A	29	39.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	41,059	45.8%	52,957	50.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	870	12.9%	1,128	12.8%
	Proficiency rate gap		33.0%		37.5%
	LEAs Meeting Target	N/A	N/A	35	44.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	33,741	39.1%	43,966	38.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	929	12.1%	1,384	12.0%
	Proficiency rate gap		27.0%		26.0%
	LEAs Meeting Target	N/A	N/A	34	54.0%

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

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	28,090	35.8%	46,825	53.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,045	11.7%	2,340	21.5%
	Proficiency rate gap		24.0%		32.1%
	LEAs Meeting Target	N/A	N/A	14	18.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	36,484	46.4%	55,172	58.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	728	11.1%	1,447	16.8%
	Proficiency rate gap		35.3%		41.2%
	LEAs Meeting Target	N/A	N/A	32	40.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	49,880	49.6%	59,281	45.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	987	11.3%	1,407	10.7%
	Proficiency rate gap		38.3%		35.2%
	LEAs Meeting Target	N/A	N/A	40	63.5%

Region: 04

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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	2	0
# of LEAs Meeting Target	88	N/A	88
% of LEAs Meeting Target	100.0%	N/A	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

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	4	4
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	88	89	88
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

Region: 04

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	115,031	---	120,390	---	127,482	---
5A: Inside the regular class 80% or more of the day	81,671	71.0%	86,692	72.0%	92,840	72.8%
5B: Inside the regular class less than 40% of the day	18,585	16.2%	18,412	15.3%	18,510	14.5%
5C: In separate school, residential facility or homebound or hospital	951	0.8%	1,006	0.8%	1,109	0.9%
LEAs Meeting Target 5A	72	81.8%	N/A	N/A	64	72.7%
LEAs Meeting Target 5B	51	58.0%	N/A	N/A	69	78.4%
LEAs Meeting Target 5C	83	94.3%	N/A	N/A	80	90.9%

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

Region: 04

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	6,357	---	6,577	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,576	24.8%	1,575	24.0%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	2,146	33.8%	2,156	32.8%
6C: Receiving special education and related services in the home	55	0.9%	53	0.8%
LEAs Meeting Target 6A	N/A	N/A	55	62.5%
LEAs Meeting Target 6B	N/A	N/A	63	71.6%
LEAs Meeting Target 6C	N/A	N/A	76	86.4%

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

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

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	28	0.6%	---	41	0.9%	---	42	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	540	11.9%	---	515	11.3%	---	532	10.9%	---
Improved functioning to reach a level nearer to same-aged peers	1,452	32.0%	---	1,358	29.7%	---	1,449	29.5%	---
Improved functioning to reach a level comparable to same-aged peers	1,547	34.1%	---	1,694	37.0%	---	1,790	36.5%	---
Maintained functioning at a level comparable to same-aged peers	967	21.3%	---	971	21.2%	---	1,092	22.3%	---
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	---	84.1%	NO	---	84.6%	YES	---	85.0%	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	---	55.4%	NO	---	58.2%	NO	---	58.8%	NO

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

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	23	0.5%	---	38	0.8%	---	34	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	585	12.9%	---	576	12.6%	---	601	12.3%	---
Improved functioning to reach a level nearer to same-aged peers	1,471	32.5%	---	1,433	31.3%	---	1,487	30.3%	---
Improved functioning to reach a level comparable to same-aged peers	1,668	36.8%	---	1,740	38.0%	---	1,855	37.8%	---
Maintained functioning at a level comparable to same-aged peers	785	17.3%	---	793	17.3%	---	927	18.9%	---
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	---	83.8%	NO	---	83.8%	YES	---	84.0%	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	---	54.1%	NO	---	55.3%	NO	---	56.7%	YES

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

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	32	0.7%	---	34	0.7%	---	45	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	462	10.2%	---	430	9.4%	---	456	9.3%	---
Improved functioning to reach a level nearer to same-aged peers	932	20.6%	---	882	19.3%	---	950	19.4%	---
Improved functioning to reach a level comparable to same-aged peers	1,670	36.8%	---	1,747	38.1%	---	1,762	35.9%	---
Maintained functioning at a level comparable to same-aged peers	1,439	31.7%	---	1,487	32.5%	---	1,691	34.5%	---
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	---	84.0%	NO	---	85.0%	YES	---	84.4%	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	---	68.6%	NO	---	70.6%	YES	---	70.4%	NO

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

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	76.2%	NO	70.6%	N/A	68.6%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Region: 04

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	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	88	89	88
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

Region: 04

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	16	17
# 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	88	89	88
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

Region: 04

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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	21,071	24,096	29,764
# of children whose evaluations completed within State established timeline	20,881	20,046	29,048
% of children whose evaluations completed within State established timeline	99.1%	83.2%	97.6%
# of LEAs Meeting Target	72	59	65
% of LEAs Meeting Target	81.8%	66.3%	73.9%

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).

Region: 04

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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	1,867	1,864	1,457
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	80	58	75
# found eligible & IEP developed & implemented by third birthday	1,512	1,069	859
# whose parent refusal caused delay in evaluation or initial services	157	283	127
# serviced in Part C less than 90 days before third birthday	75	91	396
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	97.2%	74.7%	100.0%
# of LEAs Meeting Target	78	71	88
% of LEAs Meeting Target	88.6%	79.8%	100.0%

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

Region: 04

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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	4,033	4,087	4,251
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	4,005	4,083	4,249
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.3%	99.9%	100.0%
# of LEAs Meeting Target	87	84	86
% of LEAs Meeting Target	98.9%	94.4%	97.7%

Region: 04

Total Number of LEAs (2021-22) for All Indicators: 88

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	331	23.2%	NO	420	25.6%	NO	601	30.7%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	701	49.2%	NO	860	52.5%	NO	1,080	55.2%	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	877	61.6%	NO	1,020	62.2%	NO	1,285	65.7%	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%