

Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2021-22) for All Indicators: 92

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	3,422	3,690	3,963
Special Ed Graduates	2,651	1,603	1,757
% Special Ed Graduates	77.5%	43.4%	44.3%
# of LEAs Meeting Target	46	N/A	53
% of LEAs Meeting Target	49.5%	N/A	57.6%
# of LEAs With 'N/A'	20	N/A	13

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	27,280	3,700	3,963
Special Ed Dropouts	497	478	578
% Special Ed Dropouts	1.8%	12.9%	14.6%
# of LEAs Meeting Target	82	N/A	68
% of LEAs Meeting Target	88.2%	N/A	73.9%
# of LEAs With 'N/A'	5	N/A	13

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: 92

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	5,819	---	6,181	---
	Regular assessment without accommodations	862	14.8%	863	14.0%
	Regular assessment with accommodations	4,065	69.9%	4,666	75.5%
	Alternate assessment against alternate achievement standards	502	8.6%	606	9.8%
	Participants	5,429	93.3%	6,135	99.3%
	Non-participants	390	6.7%	46	0.7%
	LEAs Meeting Target	N/A	N/A	84	100.0%
08	# of children with IEPs	4,885	---	5,201	---
	Regular assessment without accommodations	504	10.3%	453	8.7%
	Regular assessment with accommodations	3,304	67.6%	4,150	79.8%
	Alternate assessment against alternate achievement standards	537	11.0%	533	10.3%
	Participants	4,345	89.0%	5,136	98.8%
	Non-participants	540	11.1%	65	1.3%
	LEAs Meeting Target	N/A	N/A	81	98.8%
HS	# of children with IEPs	5,204	---	6,967	---
	Regular assessment without accommodations	430	8.3%	450	6.5%
	Regular assessment with accommodations	3,783	72.7%	5,695	81.7%
	Alternate assessment against alternate achievement standards	438	8.4%	646	9.3%
	Participants	4,651	89.4%	6,791	97.5%
	Non-participants	553	10.6%	176	2.5%
	LEAs Meeting Target	N/A	N/A	78	96.3%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	5,834	---	6,187	---
	Regular assessment without accommodations	933	16.0%	896	14.5%
	Regular assessment with accommodations	3,997	68.5%	4,633	74.9%
	Alternate assessment against alternate achievement standards	505	8.7%	607	9.8%
	Participants	5,435	93.2%	6,136	99.2%
	Non-participants	399	6.8%	51	0.8%
	LEAs Meeting Target	N/A	N/A	84	100.0%
08	# of children with IEPs	4,793	---	5,069	---
	Regular assessment without accommodations	422	8.8%	380	7.5%
	Regular assessment with accommodations	3,271	68.3%	4,088	80.7%
	Alternate assessment against alternate achievement standards	538	11.2%	532	10.5%
	Participants	4,231	88.3%	5,000	98.6%
	Non-participants	562	11.7%	69	1.4%
	LEAs Meeting Target	N/A	N/A	80	97.6%
HS	# of children with IEPs	6,623	---	8,341	---
	Regular assessment without accommodations	447	6.8%	455	5.5%
	Regular assessment with accommodations	4,215	63.6%	6,316	75.7%
	Alternate assessment against alternate achievement standards	439	6.6%	648	7.8%
	Participants	5,101	77.0%	7,419	89.0%
	Non-participants	1,522	23.0%	922	11.1%
	LEAs Meeting Target	N/A	N/A	39	48.2%

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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	4,927	---	5,529	---
	Proficient or above regular assessment without accommodations	409	57.1%	490	50.5%
	Proficient or above regular assessment with accommodations	307	42.9%	480	49.5%
	Total Proficients	716	14.5%	970	17.5%
	LEAs Meeting Target	N/A	N/A	31	36.9%
08	# of children with IEPs	3,808	---	4,603	---
	Proficient or above regular assessment without accommodations	209	46.3%	213	36.7%
	Proficient or above regular assessment with accommodations	242	53.7%	367	63.3%
	Total Proficients	451	11.8%	580	12.6%
	LEAs Meeting Target	N/A	N/A	14	17.1%
HS	# of children with IEPs	4,213	---	6,145	---
	Proficient or above regular assessment without accommodations	117	25.4%	127	20.5%
	Proficient or above regular assessment with accommodations	343	74.6%	492	79.5%
	Total Proficients	460	10.9%	619	10.1%
	LEAs Meeting Target	N/A	N/A	17	21.3%

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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	4,930	---	5,529	---
	Proficient or above regular assessment without accommodations	413	60.9%	587	44.1%
	Proficient or above regular assessment with accommodations	265	39.1%	744	55.9%
	Total Proficients	678	13.8%	1,331	24.1%
	LEAs Meeting Target	N/A	N/A	63	75.0%
08	# of children with IEPs	3,693	---	4,468	---
	Proficient or above regular assessment without accommodations	166	42.6%	224	29.0%
	Proficient or above regular assessment with accommodations	224	57.4%	548	71.0%
	Total Proficients	390	10.6%	772	17.3%
	LEAs Meeting Target	N/A	N/A	43	52.4%
HS	# of children with IEPs	4,659	---	6,770	---
	Proficient or above regular assessment without accommodations	178	30.9%	184	24.8%
	Proficient or above regular assessment with accommodations	399	69.2%	557	75.2%
	Total Proficients	577	12.4%	741	11.0%
	LEAs Meeting Target	N/A	N/A	29	36.3%

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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	502	---	606	---
	Alternate assessment against alternate achievement standards	443	88.3%	553	91.3%
	LEAs Meeting Target	N/A	N/A	32	64.0%
08	# of children with IEPs	537	---	533	---
	Alternate assessment against alternate achievement standards	502	93.5%	504	94.6%
	LEAs Meeting Target	N/A	N/A	47	83.9%
HS	# of children with IEPs	438	---	646	---
	Alternate assessment against alternate achievement standards	396	90.4%	590	91.3%
	LEAs Meeting Target	N/A	N/A	37	71.2%

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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	505	---	607	---
	Alternate assessment against alternate achievement standards	405	80.2%	513	84.5%
	LEAs Meeting Target	N/A	N/A	25	50.0%
08	# of children with IEPs	538	---	532	---
	Alternate assessment against alternate achievement standards	504	93.7%	485	91.2%
	LEAs Meeting Target	N/A	N/A	40	71.4%
HS	# of children with IEPs	439	---	648	---
	Alternate assessment against alternate achievement standards	408	92.9%	575	88.7%
	LEAs Meeting Target	N/A	N/A	31	59.6%

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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	14,092	36.4%	17,098	41.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	716	14.5%	970	17.5%
	Proficiency rate gap		21.9%		24.2%
	LEAs Meeting Target	N/A	N/A	31	35.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	21,919	45.0%	25,990	48.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	451	11.8%	580	12.6%
	Proficiency rate gap		33.2%		36.0%
	LEAs Meeting Target	N/A	N/A	40	45.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	16,937	39.1%	20,617	36.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	460	10.9%	619	10.1%
	Proficiency rate gap		28.1%		26.6%
	LEAs Meeting Target	N/A	N/A	38	45.8%

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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	14,351	37.0%	22,308	54.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	678	13.8%	1,331	24.1%
	Proficiency rate gap		23.3%		30.3%
	LEAs Meeting Target	N/A	N/A	23	26.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	19,523	47.6%	26,870	58.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	390	10.6%	772	17.3%
	Proficiency rate gap		37.1%		41.4%
	LEAs Meeting Target	N/A	N/A	28	31.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	25,996	52.4%	28,463	47.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	577	12.4%	741	11.0%
	Proficiency rate gap		40.0%		36.2%
	LEAs Meeting Target	N/A	N/A	39	47.0%

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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	93	N/A	92
% 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: 92

Indicator 4B : Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	0	1	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	93	92	92
% 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	59,942	---	62,306	---	67,321	---
5A: Inside the regular class 80% or more of the day	42,472	70.9%	44,915	72.1%	49,077	72.9%
5B: Inside the regular class less than 40% of the day	8,533	14.2%	8,524	13.7%	8,796	13.1%
5C: In separate school, residential facility or homebound or hospital	350	0.6%	307	0.5%	443	0.7%
LEAs Meeting Target 5A	68	73.1%	N/A	N/A	65	70.7%
LEAs Meeting Target 5B	53	57.0%	N/A	N/A	77	83.7%
LEAs Meeting Target 5C	90	96.8%	N/A	N/A	82	89.1%

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	3,145	---	3,505	---
6A: Attending REC & receiving majority of SPED and related services in a REC	902	28.7%	872	24.9%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	713	22.7%	999	28.5%
6C: Receiving special education and related services in the home	16	0.5%	14	0.4%
LEAs Meeting Target 6A	N/A	N/A	48	52.2%
LEAs Meeting Target 6B	N/A	N/A	69	75.0%
LEAs Meeting Target 6C	N/A	N/A	84	91.3%

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: 92

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	6	0.2%	---	18	0.8%	---	17	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	269	11.0%	---	305	12.9%	---	326	12.6%	---
Improved functioning to reach a level nearer to same-aged peers	660	27.0%	---	649	27.3%	---	741	28.7%	---
Improved functioning to reach a level comparable to same-aged peers	885	36.2%	---	851	35.9%	---	946	36.6%	---
Maintained functioning at a level comparable to same-aged peers	628	25.7%	---	551	23.2%	---	553	21.4%	---
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	---	84.9%	YES	---	82.3%	NO	---	83.1%	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	---	61.8%	NO	---	59.1%	NO	---	58.0%	NO

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Total Number of LEAs (2021-22) for All Indicators: 92

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	6	0.2%	---	13	0.6%	---	17	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	263	10.8%	---	313	13.2%	---	332	12.9%	---
Improved functioning to reach a level nearer to same-aged peers	684	28.0%	---	653	27.5%	---	751	29.1%	---
Improved functioning to reach a level comparable to same-aged peers	1,016	41.5%	---	977	41.2%	---	1,070	41.5%	---
Maintained functioning at a level comparable to same-aged peers	477	19.5%	---	418	17.6%	---	411	15.9%	---
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	---	86.3%	YES	---	83.3%	NO	---	83.9%	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	---	61.0%	YES	---	58.8%	YES	---	57.4%	YES

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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	6	0.2%	---	15	0.6%	---	20	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	225	9.2%	---	224	9.4%	---	294	11.4%	---
Improved functioning to reach a level nearer to same-aged peers	409	16.7%	---	409	17.2%	---	476	18.4%	---
Improved functioning to reach a level comparable to same-aged peers	830	33.9%	---	851	35.9%	---	945	36.6%	---
Maintained functioning at a level comparable to same-aged peers	978	40.0%	---	875	36.9%	---	846	32.8%	---
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	---	84.3%	NO	---	84.1%	YES	---	81.9%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	73.9%	YES	---	72.7%	YES	---	69.4%	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	80.6%	YES	71.8%	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	0	0	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	93	92	92
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

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Indicator 10 : Disproportionate Representation - Racial & Ethnic Groups
in Specific Disability Categories

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	1	10	7
# 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	93	92	92
% 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	12,724	13,401	17,388
# of children whose evaluations completed within State established timeline	12,693	12,923	17,351
% of children whose evaluations completed within State established timeline	99.8%	96.4%	99.8%
# of LEAs Meeting Target	85	79	91
% of LEAs Meeting Target	91.4%	85.9%	98.9%

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).

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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	1,515	1,561	842
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	156	173	104
# found eligible & IEP developed & implemented by third birthday	1,068	1,016	614
# whose parent refusal caused delay in evaluation or initial services	206	259	3
# serviced in Part C less than 90 days before third birthday	79	70	120
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.4%	95.9%	99.8%
# of LEAs Meeting Target	91	88	91
% of LEAs Meeting Target	97.8%	95.7%	98.9%

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).

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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	2,517	2,667	2,894
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	2,517	2,667	2,894
% 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	93	92	92
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2021-22) for All Indicators: 92

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	127	22.4%	NO	220	25.7%	NO	263	28.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	325	57.2%	NO	520	60.8%	NO	602	65.0%	YES
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	393	69.2%	NO	604	70.6%	NO	706	76.2%	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%