

Region Summary Tables SPP/APR Indicators 1-14

Region: 18

Total Number of LEAs (2021-22) for All Indicators: 35

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	418	467	437
Special Ed Graduates	316	196	193
% Special Ed Graduates	75.6%	42.0%	44.2%
# of LEAs Meeting Target	28	N/A	26
% of LEAs Meeting Target	77.8%	N/A	74.3%
# of LEAs With 'N/A'	8	N/A	7

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	3,203	471	437
Special Ed Dropouts	81	86	68
% Special Ed Dropouts	2.5%	18.3%	15.6%
# of LEAs Meeting Target	27	N/A	28
% of LEAs Meeting Target	75.0%	N/A	80.0%
# of LEAs With 'N/A'	1	N/A	7

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: 35

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	732	---	885	---
	Regular assessment without accommodations	111	15.2%	129	14.6%
	Regular assessment with accommodations	502	68.6%	618	69.8%
	Alternate assessment against alternate achievement standards	93	12.7%	132	14.9%
	Participants	706	96.5%	879	99.3%
	Non-participants	26	3.6%	6	0.7%
	LEAs Meeting Target	N/A	N/A	30	96.8%
08	# of children with IEPs	616	---	733	---
	Regular assessment without accommodations	22	3.6%	239	32.6%
	Regular assessment with accommodations	482	78.3%	397	54.2%
	Alternate assessment against alternate achievement standards	82	13.3%	81	11.1%
	Participants	586	95.1%	717	97.8%
	Non-participants	30	4.9%	16	2.2%
	LEAs Meeting Target	N/A	N/A	31	93.9%
HS	# of children with IEPs	665	---	946	---
	Regular assessment without accommodations	26	3.9%	43	4.6%
	Regular assessment with accommodations	526	79.1%	777	82.1%
	Alternate assessment against alternate achievement standards	63	9.5%	100	10.6%
	Participants	615	92.5%	920	97.3%
	Non-participants	50	7.5%	26	2.8%
	LEAs Meeting Target	N/A	N/A	29	100.0%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	734	---	886	---
	Regular assessment without accommodations	112	15.3%	130	14.7%
	Regular assessment with accommodations	501	68.3%	615	69.4%
	Alternate assessment against alternate achievement standards	94	12.8%	132	14.9%
	Participants	707	96.3%	877	99.0%
	Non-participants	27	3.7%	9	1.0%
	LEAs Meeting Target	N/A	N/A	30	96.8%
08	# of children with IEPs	619	---	717	---
	Regular assessment without accommodations	29	4.7%	225	31.4%
	Regular assessment with accommodations	479	77.4%	391	54.5%
	Alternate assessment against alternate achievement standards	82	13.3%	81	11.3%
	Participants	590	95.3%	697	97.2%
	Non-participants	29	4.7%	20	2.8%
	LEAs Meeting Target	N/A	N/A	30	90.9%
HS	# of children with IEPs	805	---	1,074	---
	Regular assessment without accommodations	42	5.2%	47	4.4%
	Regular assessment with accommodations	609	75.7%	875	81.5%
	Alternate assessment against alternate achievement standards	61	7.6%	98	9.1%
	Participants	712	88.5%	1,020	95.0%
	Non-participants	93	11.6%	54	5.0%
	LEAs Meeting Target	N/A	N/A	20	69.0%

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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	613	---	747	---
	Proficient or above regular assessment without accommodations	41	67.2%	70	59.8%
	Proficient or above regular assessment with accommodations	20	32.8%	47	40.2%
	Total Proficients	61	10.0%	117	15.7%
	LEAs Meeting Target	N/A	N/A	7	22.6%
08	# of children with IEPs	504	---	636	---
	Proficient or above regular assessment without accommodations	2	6.9%	94	80.3%
	Proficient or above regular assessment with accommodations	27	93.1%	23	19.7%
	Total Proficients	29	5.8%	117	18.4%
	LEAs Meeting Target	N/A	N/A	5	15.6%
HS	# of children with IEPs	552	---	820	---
	Proficient or above regular assessment without accommodations	4	10.3%	8	16.0%
	Proficient or above regular assessment with accommodations	35	89.7%	42	84.0%
	Total Proficients	39	7.1%	50	6.1%
	LEAs Meeting Target	N/A	N/A	6	20.7%

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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	613	---	745	---
	Proficient or above regular assessment without accommodations	41	75.9%	75	56.8%
	Proficient or above regular assessment with accommodations	13	24.1%	57	43.2%
	Total Proficients	54	8.8%	132	17.7%
	LEAs Meeting Target	N/A	N/A	11	35.5%
08	# of children with IEPs	508	---	616	---
	Proficient or above regular assessment without accommodations	6	16.7%	112	79.4%
	Proficient or above regular assessment with accommodations	30	83.3%	29	20.6%
	Total Proficients	36	7.1%	141	22.9%
	LEAs Meeting Target	N/A	N/A	10	31.3%
HS	# of children with IEPs	651	---	922	---
	Proficient or above regular assessment without accommodations	12	36.4%	9	17.3%
	Proficient or above regular assessment with accommodations	21	63.6%	43	82.7%
	Total Proficients	33	5.1%	52	5.6%
	LEAs Meeting Target	N/A	N/A	5	17.2%

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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	93	---	132	---
	Alternate assessment against alternate achievement standards	84	90.3%	127	96.2%
	LEAs Meeting Target	N/A	N/A	15	93.8%
08	# of children with IEPs	82	---	81	---
	Alternate assessment against alternate achievement standards	77	93.9%	80	98.8%
	LEAs Meeting Target	N/A	N/A	13	100.0%
HS	# of children with IEPs	63	---	100	---
	Alternate assessment against alternate achievement standards	57	90.5%	94	94.0%
	LEAs Meeting Target	N/A	N/A	14	82.4%

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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	94	---	132	---
	Alternate assessment against alternate achievement standards	83	88.3%	113	85.6%
	LEAs Meeting Target	N/A	N/A	13	81.3%
08	# of children with IEPs	82	---	81	---
	Alternate assessment against alternate achievement standards	74	90.2%	78	96.3%
	LEAs Meeting Target	N/A	N/A	13	100.0%
HS	# of children with IEPs	61	---	98	---
	Alternate assessment against alternate achievement standards	57	93.4%	86	87.8%
	LEAs Meeting Target	N/A	N/A	14	82.4%

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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	2,052	32.4%	2,362	36.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	61	10.0%	117	15.7%
	Proficiency rate gap		22.4%		20.8%
	LEAs Meeting Target	N/A	N/A	17	50.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,441	33.9%	2,847	38.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	29	5.8%	117	18.4%
	Proficiency rate gap		28.1%		19.9%
	LEAs Meeting Target	N/A	N/A	18	51.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,938	29.3%	2,223	27.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	7.1%	50	6.1%
	Proficiency rate gap		22.2%		20.9%
	LEAs Meeting Target	N/A	N/A	19	57.6%

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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	1,869	29.5%	2,877	44.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.8%	132	17.7%
	Proficiency rate gap		20.7%		26.7%
	LEAs Meeting Target	N/A	N/A	13	38.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,426	36.6%	3,173	46.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	7.1%	141	22.9%
	Proficiency rate gap		29.5%		23.8%
	LEAs Meeting Target	N/A	N/A	14	40.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,817	35.2%	3,141	32.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	5.1%	52	5.6%
	Proficiency rate gap		30.1%		26.7%
	LEAs Meeting Target	N/A	N/A	24	72.7%

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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	36	N/A	35
% 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: 35

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	36	36	35
% 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	8,019	---	8,166	---	8,635	---
5A: Inside the regular class 80% or more of the day	6,031	75.2%	6,142	75.2%	6,531	75.6%
5B: Inside the regular class less than 40% of the day	1,052	13.1%	1,088	13.3%	1,157	13.4%
5C: In separate school, residential facility or homebound or hospital	33	0.4%	25	0.3%	27	0.3%
LEAs Meeting Target 5A	32	88.9%	N/A	N/A	27	77.1%
LEAs Meeting Target 5B	28	77.8%	N/A	N/A	29	82.9%
LEAs Meeting Target 5C	35	97.2%	N/A	N/A	33	94.3%

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	396	---	442	---
6A: Attending REC & receiving majority of SPED and related services in a REC	116	29.3%	114	25.8%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	76	19.2%	129	29.2%
6C: Receiving special education and related services in the home	6	1.5%	8	1.8%
LEAs Meeting Target 6A	N/A	N/A	20	57.1%
LEAs Meeting Target 6B	N/A	N/A	26	74.3%
LEAs Meeting Target 6C	N/A	N/A	30	85.7%

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

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Indicator 7A : Early Childhood Outcomes - Positive Social-Emotional Skills

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	6	1.5%	---	7	2.1%	---	2	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	55	13.8%	---	41	12.2%	---	37	9.4%	---
Improved functioning to reach a level nearer to same-aged peers	105	26.3%	---	93	27.6%	---	127	32.4%	---
Improved functioning to reach a level comparable to same-aged peers	157	39.3%	---	144	42.7%	---	150	38.3%	---
Maintained functioning at a level comparable to same-aged peers	77	19.3%	---	52	15.4%	---	76	19.4%	---
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	---	81.1%	NO	---	83.2%	NO	---	87.7%	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	---	58.5%	NO	---	58.2%	NO	---	57.7%	NO

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Total Number of LEAs (2021-22) for All Indicators: 35

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	7	1.8%	---	4	1.2%	---	4	1.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	56	14.0%	---	37	11.0%	---	33	8.4%	---
Improved functioning to reach a level nearer to same-aged peers	105	26.3%	---	110	32.6%	---	137	35.0%	---
Improved functioning to reach a level comparable to same-aged peers	165	41.3%	---	139	41.3%	---	156	39.8%	---
Maintained functioning at a level comparable to same-aged peers	67	16.8%	---	47	14.0%	---	62	15.8%	---
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	---	81.1%	NO	---	85.9%	YES	---	88.8%	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	---	58.0%	YES	---	55.2%	NO	---	55.6%	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	5	1.3%	---	5	1.5%	---	5	1.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	41	10.3%	---	29	8.6%	---	30	7.7%	---
Improved functioning to reach a level nearer to same-aged peers	62	15.5%	---	60	17.8%	---	95	24.2%	---
Improved functioning to reach a level comparable to same-aged peers	160	40.0%	---	142	42.1%	---	142	36.2%	---
Maintained functioning at a level comparable to same-aged peers	132	33.0%	---	101	30.0%	---	120	30.6%	---
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	---	82.8%	NO	---	85.6%	YES	---	87.1%	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	---	73.0%	NO	---	72.1%	YES	---	66.8%	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	81.3%	YES	81.1%	N/A	72.2%	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	2	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	36	36	35
% 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	2	3
# 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	36	36	35
% 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: 35

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	2,022	2,171	2,636
# of children whose evaluations completed within State established timeline	2,022	2,167	2,625
% of children whose evaluations completed within State established timeline	100.0%	99.8%	99.6%
# of LEAs Meeting Target	36	34	33
% of LEAs Meeting Target	100.0%	94.4%	94.3%

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	161	194	129
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	35	30	20
# found eligible & IEP developed & implemented by third birthday	102	133	38
# whose parent refusal caused delay in evaluation or initial services	23	30	0
# serviced in Part C less than 90 days before third birthday	1	1	71
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	100.0%
# of LEAs Meeting Target	36	36	35
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

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Indicator 13 : Secondary Transition

Secondary Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of youth with disabilities aged 16 & above	385	412	440
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	385	412	440
% 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	36	36	35
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 14 : Post-School Outcomes

Post-School Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	10	12.7%	NO	20	25.0%	NO	22	31.4%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	48	60.8%	NO	42	52.5%	NO	46	65.7%	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	52	65.8%	NO	50	62.5%	NO	53	75.7%	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%