

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	31,537	33,429	36,862
Special Ed Graduates	24,575	14,966	17,057
% Special Ed Graduates	77.9%	44.8%	46.3%
# of LEAs Meeting Target	758	N/A	762
% of LEAs Meeting Target	62.9%	N/A	63.0%
# of LEAs With 'N/A'	200	N/A	175

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.

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 2 : Dropout

Dropout Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	241,106	33,560	36,862
Special Ed Dropouts	4,453	4,484	5,910
% Special Ed Dropouts	1.8%	13.4%	16.0%
# of LEAs Meeting Target	1,012	N/A	904
% of LEAs Meeting Target	83.9%	N/A	74.7%
# of LEAs With 'N/A'	48	N/A	175

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.

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	52,681	---	56,772	---
	Regular assessment without accommodations	6,303	12.0%	6,645	11.7%
	Regular assessment with accommodations	35,128	66.7%	43,213	76.1%
	Alternate assessment against alternate achievement standards	5,040	9.6%	6,408	11.3%
	Participants	46,471	88.2%	56,266	99.1%
	Non-participants	6,210	11.8%	506	0.9%
	LEAs Meeting Target	N/A	N/A	1,062	96.3%
08	# of children with IEPs	46,151	---	50,524	---
	Regular assessment without accommodations	3,753	8.1%	4,148	8.2%
	Regular assessment with accommodations	29,513	64.0%	39,753	78.7%
	Alternate assessment against alternate achievement standards	4,507	9.8%	5,803	11.5%
	Participants	37,773	81.9%	49,704	98.4%
	Non-participants	8,378	18.2%	820	1.6%
	LEAs Meeting Target	N/A	N/A	1,055	95.2%
HS	# of children with IEPs	47,692	---	65,013	---
	Regular assessment without accommodations	4,168	8.7%	5,081	7.8%
	Regular assessment with accommodations	31,942	67.0%	51,357	79.0%
	Alternate assessment against alternate achievement standards	4,514	9.5%	5,993	9.2%
	Participants	40,624	85.2%	62,431	96.0%
	Non-participants	7,068	14.8%	2,582	4.0%
	LEAs Meeting Target	N/A	N/A	964	89.5%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	52,836	---	56,831	---
	Regular assessment without accommodations	6,547	12.4%	6,856	12.1%
	Regular assessment with accommodations	34,821	65.9%	43,001	75.7%
	Alternate assessment against alternate achievement standards	5,043	9.5%	6,404	11.3%
	Participants	46,411	87.8%	56,261	99.0%
	Non-participants	6,425	12.2%	570	1.0%
	LEAs Meeting Target	N/A	N/A	1,062	96.3%
08	# of children with IEPs	44,846	---	48,497	---
	Regular assessment without accommodations	3,148	7.0%	3,558	7.3%
	Regular assessment with accommodations	28,514	63.6%	38,226	78.8%
	Alternate assessment against alternate achievement standards	4,511	10.1%	5,794	12.0%
	Participants	36,173	80.7%	47,578	98.1%
	Non-participants	8,673	19.3%	919	1.9%
	LEAs Meeting Target	N/A	N/A	1,050	94.8%
HS	# of children with IEPs	62,162	---	78,840	---
	Regular assessment without accommodations	4,571	7.4%	4,901	6.2%
	Regular assessment with accommodations	37,114	59.7%	58,683	74.4%
	Alternate assessment against alternate achievement standards	4,499	7.2%	6,006	7.6%
	Participants	46,184	74.3%	69,590	88.3%
	Non-participants	15,978	25.7%	9,250	11.7%
	LEAs Meeting Target	N/A	N/A	579	53.8%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	41,431	---	49,858	---
	Proficient or above regular assessment without accommodations	2,929	53.4%	3,604	46.0%
	Proficient or above regular assessment with accommodations	2,561	46.7%	4,229	54.0%
	Total Proficients	5,490	13.3%	7,833	15.7%
	LEAs Meeting Target	N/A	N/A	317	28.9%
08	# of children with IEPs	33,266	---	43,901	---
	Proficient or above regular assessment without accommodations	1,366	37.5%	1,751	32.9%
	Proficient or above regular assessment with accommodations	2,281	62.5%	3,576	67.1%
	Total Proficients	3,647	11.0%	5,327	12.1%
	LEAs Meeting Target	N/A	N/A	212	19.4%
HS	# of children with IEPs	36,110	---	56,438	---
	Proficient or above regular assessment without accommodations	874	23.5%	1,085	18.3%
	Proficient or above regular assessment with accommodations	2,839	76.5%	4,832	81.7%
	Total Proficients	3,713	10.3%	5,917	10.5%
	LEAs Meeting Target	N/A	N/A	247	23.1%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3B : Reading Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	41,360	---	49,856	---
	Proficient or above regular assessment without accommodations	2,825	57.7%	4,391	40.8%
	Proficient or above regular assessment with accommodations	2,068	42.3%	6,366	59.2%
	Total Proficients	4,893	11.8%	10,757	21.6%
	LEAs Meeting Target	N/A	N/A	670	61.1%
08	# of children with IEPs	31,658	---	41,781	---
	Proficient or above regular assessment without accommodations	1,191	37.5%	1,788	27.0%
	Proficient or above regular assessment with accommodations	1,989	62.6%	4,826	73.0%
	Total Proficients	3,180	10.0%	6,614	15.8%
	LEAs Meeting Target	N/A	N/A	542	49.5%
HS	# of children with IEPs	41,655	---	63,549	---
	Proficient or above regular assessment without accommodations	1,247	28.6%	1,479	23.7%
	Proficient or above regular assessment with accommodations	3,121	71.5%	4,769	76.3%
	Total Proficients	4,368	10.5%	6,248	9.8%
	LEAs Meeting Target	N/A	N/A	331	31.0%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3C : Math Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	5,040	---	6,408	---
	Alternate assessment against alternate achievement standards	4,668	92.6%	6,078	94.9%
	LEAs Meeting Target	N/A	N/A	539	84.4%
08	# of children with IEPs	4,507	---	5,803	---
	Alternate assessment against alternate achievement standards	4,293	95.3%	5,532	95.3%
	LEAs Meeting Target	N/A	N/A	567	85.9%
HS	# of children with IEPs	4,514	---	5,993	---
	Alternate assessment against alternate achievement standards	4,115	91.2%	5,596	93.4%
	LEAs Meeting Target	N/A	N/A	538	83.8%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3C : Reading Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	5,043	---	6,404	---
	Alternate assessment against alternate achievement standards	4,304	85.4%	5,618	87.7%
	LEAs Meeting Target	N/A	N/A	435	68.1%
08	# of children with IEPs	4,511	---	5,794	---
	Alternate assessment against alternate achievement standards	4,277	94.8%	5,387	93.0%
	LEAs Meeting Target	N/A	N/A	523	79.2%
HS	# of children with IEPs	4,499	---	6,006	---
	Alternate assessment against alternate achievement standards	4,250	94.5%	5,449	90.7%
	LEAs Meeting Target	N/A	N/A	489	76.2%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3D : Math Gap in Proficiency Rates - All Children vs Children with IEPs

		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	115,723	34.2%	155,348	40.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	5,490	13.3%	7,833	15.7%
	Proficiency rate gap		20.9%		25.1%
	LEAs Meeting Target	N/A	N/A	473	40.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	178,310	43.7%	231,522	48.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,647	11.0%	5,327	12.1%
	Proficiency rate gap		32.7%		36.0%
	LEAs Meeting Target	N/A	N/A	567	49.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	137,404	36.9%	181,098	35.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,713	10.3%	5,917	10.5%
	Proficiency rate gap		26.7%		25.3%
	LEAs Meeting Target	N/A	N/A	560	50.9%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

Indicator 3D : Reading Gap in Proficiency Rates - All Children vs Children with IEPs

		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	119,256	35.2%	200,197	52.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	4,893	11.8%	10,757	21.6%
	Proficiency rate gap		23.4%		30.9%
	LEAs Meeting Target	N/A	N/A	383	33.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	155,466	45.3%	236,231	56.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,180	10.0%	6,614	15.8%
	Proficiency rate gap		35.3%		40.9%
	LEAs Meeting Target	N/A	N/A	441	38.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	212,858	48.4%	256,702	45.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	4,368	10.5%	6,248	9.8%
	Proficiency rate gap		37.9%		35.2%
	LEAs Meeting Target	N/A	N/A	630	57.3%

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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	10	3
# of LEAs Meeting Target	1,206	N/A	1,207
% of LEAs Meeting Target	100.0%	N/A	99.8%

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

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	1	9	8
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	1,206	1,208	1,210
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	553,200	---	575,435	---	605,325	---
5A: Inside the regular class 80% or more of the day	392,967	71.0%	413,363	71.8%	439,250	72.6%
5B: Inside the regular class less than 40% of the day	79,790	14.4%	80,945	14.1%	81,959	13.5%
5C: In separate school, residential facility or homebound or hospital	4,651	0.8%	4,575	0.8%	5,772	1.0%
LEAs Meeting Target 5A	911	75.5%	N/A	N/A	804	66.5%
LEAs Meeting Target 5B	789	65.4%	N/A	N/A	984	81.3%
LEAs Meeting Target 5C	1,091	90.5%	N/A	N/A	987	81.6%

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

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	29,913	---	29,975	---
6A: Attending REC & receiving majority of SPED and related services in a REC	8,092	27.1%	7,844	26.2%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	7,689	25.7%	7,993	26.7%
6C: Receiving special education and related services in the home	255	0.9%	279	0.9%
LEAs Meeting Target 6A	N/A	N/A	664	54.9%
LEAs Meeting Target 6B	N/A	N/A	920	76.0%
LEAs Meeting Target 6C	N/A	N/A	1,092	90.3%

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

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	116	0.5%	---	170	0.7%	---	150	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,646	11.1%	---	2,821	12.1%	---	2,863	11.8%	---
Improved functioning to reach a level nearer to same-aged peers	6,798	28.4%	---	6,552	28.0%	---	7,080	29.2%	---
Improved functioning to reach a level comparable to same-aged peers	8,887	37.1%	---	8,891	38.0%	---	8,985	37.1%	---
Maintained functioning at a level comparable to same-aged peers	5,497	23.0%	---	4,962	21.2%	---	5,136	21.2%	---
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	---	85.0%	YES	---	83.8%	NO	---	84.2%	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	---	60.1%	NO	---	59.2%	NO	---	58.3%	NO

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	132	0.6%	---	159	0.7%	---	147	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,919	12.2%	---	3,085	13.2%	---	3,115	12.9%	---
Improved functioning to reach a level nearer to same-aged peers	7,122	29.8%	---	7,001	29.9%	---	7,310	30.2%	---
Improved functioning to reach a level comparable to same-aged peers	9,400	39.3%	---	9,264	39.6%	---	9,540	39.4%	---
Maintained functioning at a level comparable to same-aged peers	4,360	18.2%	---	3,886	16.6%	---	4,090	16.9%	---
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	---	84.4%	NO	---	83.4%	NO	---	83.8%	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	---	57.5%	YES	---	56.2%	YES	---	56.3%	NO

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	121	0.5%	---	174	0.7%	---	166	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,223	9.3%	---	2,301	9.8%	---	2,461	10.2%	---
Improved functioning to reach a level nearer to same-aged peers	4,325	18.1%	---	4,287	18.3%	---	4,686	19.4%	---
Improved functioning to reach a level comparable to same-aged peers	8,573	35.8%	---	8,727	37.3%	---	8,922	36.9%	---
Maintained functioning at a level comparable to same-aged peers	8,701	36.3%	---	7,909	33.8%	---	7,973	32.9%	---
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	---	84.6%	YES	---	84.0%	YES	---	83.8%	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	---	72.1%	NO	---	71.1%	YES	---	69.8%	NO

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	80.8%	YES	73.0%	N/A	69.5%	NO

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

Total Number of LEAs (2021-22) for All Indicators: 1,210

**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	15	20	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	1,206	1,208	1,210
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	16	102	118
# 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	1,206	1,208	1,210
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	104,803	114,775	141,371
# of children whose evaluations completed within State established timeline	104,399	107,370	139,783
% of children whose evaluations completed within State established timeline	99.6%	93.5%	98.9%
# of LEAs Meeting Target	1,155	1,047	1,094
% of LEAs Meeting Target	95.8%	86.7%	90.4%

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	10,501	11,304	7,040
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	1,176	999	644
# found eligible & IEP developed & implemented by third birthday	8,158	8,113	4,767
# whose parent refusal caused delay in evaluation or initial services	758	1,073	242
# serviced in Part C less than 90 days before third birthday	324	439	1,359
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.0%	92.3%	99.4%
# of LEAs Meeting Target	1,181	1,154	1,203
% of LEAs Meeting Target	97.9%	95.5%	99.4%

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	23,694	24,936	25,623
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	23,631	24,910	25,537
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.7%	99.9%	99.7%
# of LEAs Meeting Target	1,196	1,195	1,198
% of LEAs Meeting Target	99.2%	98.9%	99.0%

Total Number of LEAs (2021-22) for All Indicators: 1,210

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	1,223	19.5%	NO	1,718	23.8%	NO	2,218	26.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	3,181	50.8%	NO	3,859	53.4%	NO	4,779	57.6%	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	4,000	63.9%	NO	4,665	64.6%	NO	5,713	68.8%	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%