Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	1,036	1,082	1,195
Special Ed Graduates	902	902	519
% Special Ed Graduates	87.1%	83.4%	43.4%
# of LEAs Meeting Target	68	69	N/A
% of LEAs Meeting Target	66.7%	67.6%	N/A
# of LEAs With 'N/A'	10	10	N/A

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. More information may be found at:
https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	7,479	8,662	1,200
Special Ed Dropouts	68	127	105
% Special Ed Dropouts	0.9%	1.5%	8.8%
# of LEAs Meeting Target	91	84	N/A
% of LEAs Meeting Target	89.2%	82.4%	N/A
# of LEAs With 'N/A'	1	2	N/A

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. More information may be found at: https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	1,629	- - -
	Regular assessment without accommodations	149	9.2%
	Regular assessment with accommodations	1,202	73.8%
	Alternate assessment against alternate achievement standards	194	11.9%
	Participants	1,545	94.8%
	Non-participants	84	5.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,689	- - -
	Regular assessment without accommodations	67	4.0%
	Regular assessment with accommodations	1,218	72.1%
	Alternate assessment against alternate achievement standards	199	11.8%
	Participants	1,484	87.9%
	Non-participants	205	12.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,666	- - -
	Regular assessment without accommodations	76	4.6%
	Regular assessment with accommodations	1,252	75.2%
	Alternate assessment against alternate achievement standards	150	9.0%
	Participants	1,478	88.7%
	Non-participants	188	11.3%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	1,629	- - -
	Regular assessment without accommodations	163	10.0%
	Regular assessment with accommodations	1,186	72.8%
	Alternate assessment against alternate achievement standards	194	11.9%
	Participants	1,543	94.7%
	Non-participants	86	5.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,684	- - -
	Regular assessment without accommodations	64	3.8%
	Regular assessment with accommodations	1,209	71.8%
	Alternate assessment against alternate achievement standards	200	11.9%
	Participants	1,473	87.5%
	Non-participants	211	12.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,970	- - -
	Regular assessment without accommodations	76	3.9%
	Regular assessment with accommodations	1,381	70.1%
	Alternate assessment against alternate achievement standards	151	7.7%
	Participants	1,608	81.6%
	Non-participants	362	18.4%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 3B : Math Proficiency - Regular Math

Grade	Math Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	1,351	- - -
	Proficient or above regular assessment without accommodations	86	43.9%
	Proficient or above regular assessment with accommodations	110	56.1%
	Total Proficients	196	14.5%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,285	- - -
	Proficient or above regular assessment without accommodations	36	21.6%
	Proficient or above regular assessment with accommodations	131	78.4%
	Total Proficients	167	13.0%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,328	- - -
	Proficient or above regular assessment without accommodations	18	11.8%
	Proficient or above regular assessment with accommodations	134	88.2%
	Total Proficients	152	11.5%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 3B : Reading Proficiency - Regular Reading

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	1,349	- - -
	Proficient or above regular assessment without accommodations	83	48.8%
	Proficient or above regular assessment with accommodations	87	51.2%
	Total Proficients	170	12.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,273	- - -
	Proficient or above regular assessment without accommodations	30	24.2%
	Proficient or above regular assessment with accommodations	94	75.8%
	Total Proficients	124	9.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,455	- - -
	Proficient or above regular assessment without accommodations	26	20.3%
	Proficient or above regular assessment with accommodations	102	79.7%
	Total Proficients	128	8.8%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 3C : Math Proficiency - Alternate Math

Grade	Math Proficiency - Alternate	FFY20 2020-21	
		#	%
04	# of children with IEPs	194	- - -
	Alternate assessment against alternate achievement standards	182	93.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	199	- - -
	Alternate assessment against alternate achievement standards	195	98.0%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	150	- - -
	Alternate assessment against alternate achievement standards	142	94.7%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 3C : Reading Proficiency - Alternate Reading

Grade	Reading Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	194	- - -
	Alternate assessment against alternate achievement standards	165	85.1%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	200	- - -
	Alternate assessment against alternate achievement standards	193	96.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	151	- - -
	Alternate assessment against alternate achievement standards	142	94.0%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21	
		#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,437	38.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	196	14.5%
	Proficiency rate gap		23.6%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,316	52.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	167	13.0%
	Proficiency rate gap		39.4%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,358	40.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	152	11.5%
	Proficiency rate gap		29.0%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21 #	FFY20 2020-21 %
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,396	37.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	170	12.6%
	Proficiency rate gap		25.2%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,200	47.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	124	9.7%
	Proficiency rate gap		37.8%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,300	48.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	128	8.8%
	Proficiency rate gap		39.9%
	LEAs Meeting Target	N/A	N/A

Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	102	102	N/A
% of LEAs Meeting Target	100.0%	100.0%	N/A

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at
https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

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

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# 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	102	102	102
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at
https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	15,756	- - -	18,616	- - -	19,809	- - -
Inside the regular class 80% or more of the day	10,250	65.1%	12,421	66.7%	13,463	68.0%
Inside the regular class less than 40% of the day	2,247	14.3%	2,501	13.4%	2,458	12.4%
In separate school, residential facility or homebound or hospital	163	1.0%	208	1.1%	287	1.4%
LEAs Meeting Target 5A	52	51.0%	58	56.9%	N/A	N/A
LEAs Meeting Target 5B	48	47.1%	59	57.8%	N/A	N/A
LEAs Meeting Target 5C	82	80.4%	83	81.4%	N/A	N/A

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

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	930	- - -
Attending REC & receiving majority of SPED services in a REC	209	22.5%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	271	29.1%
Receiving special education and related services in the home	17	1.8%
LEAs Meeting Target 6A	N/A	N/A
LEAs Meeting Target 6B	N/A	N/A
LEAs Meeting Target 6C	N/A	N/A

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021. Longitudinal data are not available due to changes in federal reporting requirements. Only one year of data are available for Summary Reporting.

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	5	0.7%	- - -	2	0.2%	- - -	6	0.7%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	94	12.8%	- - -	164	19.1%	- - -	229	26.3%	- - -
Improved functioning to reach a level nearer to same-aged peers	197	26.7%	- - -	198	23.1%	- - -	184	21.1%	- - -
Improved functioning to reach a level comparable to same-aged peers	278	37.7%	- - -	269	31.4%	- - -	259	29.7%	- - -
Maintained functioning at a level comparable to same-aged peers	163	22.1%	- - -	225	26.2%	- - -	194	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	- - -	82.8%	NO	- - -	73.8%	NO	- - -	65.3%	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	- - -	59.8%	NO	- - -	57.6%	NO	- - -	52.0%	NO

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 7B : Early Childhood Outcomes – Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	4	0.5%	- - -	5	0.6%	- - -	6	0.7%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	93	12.6%	- - -	168	19.6%	- - -	243	27.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	203	27.5%	- - -	197	23.0%	- - -	189	21.7%	- - -
Improved functioning to reach a level comparable to same-aged peers	273	37.0%	- - -	273	31.9%	- - -	250	28.7%	- - -
Maintained functioning at a level comparable to same-aged peers	165	22.4%	- - -	213	24.9%	- - -	184	21.1%	- - -
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	- - -	83.1%	NO	- - -	73.1%	NO	- - -	63.8%	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	- - -	59.3%	YES	- - -	56.8%	NO	- - -	49.8%	NO

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 7C : Early Childhood Outcomes – Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	7	0.9%	- - -	4	0.5%	- - -	7	0.8%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	69	9.3%	- - -	149	17.4%	- - -	194	22.2%	- - -
Improved functioning to reach a level nearer to same-aged peers	134	18.1%	- - -	120	14.0%	- - -	115	13.2%	- - -
Improved functioning to reach a level comparable to same-aged peers	239	32.3%	- - -	245	28.6%	- - -	221	25.3%	- - -
Maintained functioning at a level comparable to same-aged peers	290	39.2%	- - -	340	39.6%	- - -	336	38.5%	- - -
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	- - -	83.1%	NO	- - -	70.5%	NO	- - -	62.6%	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	- - -	71.6%	NO	- - -	68.2%	NO	- - -	63.8%	NO

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 8 : Parent Involvement

Parent Involvement	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services	79.4%	NO	80.0%	NO	75.8%	N/A

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

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 9 : Disproportionality - Racial & Ethnic Groups in Special Education & Related Services

Disproportionality - Racial & Ethnic Groups in Special Education & Related Services	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	2	2	4
# 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	102	102	102
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at
https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

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

Disproportionality - Racial & Ethnic Groups in Specific Disability Categories	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	3	2	4
# 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	102	102	102
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements. More information may be found at
https://tea.texas.gov/academics/special-student-populations/special-education/data-and-reports/state-performance-plan-indicators

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 11 : Child Find

Child Find	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children for whom parental consent to evaluate was received	5,154	3,642	4,300
# of children whose evaluations completed within State established timeline	5,154	3,642	4,113
% of children whose evaluations completed within State established timeline	100.0%	100.0%	95.7%
# of LEAs Meeting Target	102	102	82
% of LEAs Meeting Target	100.0%	100.0%	80.4%

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children served in Part C & referred to Part B for eligibility determination	241	187	187
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	24	23	20
# found eligible & IEP developed & implemented by third birthday	209	147	145
# whose parent refusal caused delay in evaluation or initial services	7	10	3
# serviced in Part C less than 90 days before third birthday	1	7	1
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	89.0%
# of LEAs Meeting Target	102	102	98
% of LEAs Meeting Target	100.0%	100.0%	96.1%

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of youth with disabilities aged 16 & above	1,087	1,101	1,218
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,087	1,101	1,217
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	99.9%
# of LEAs Meeting Target	102	102	101
% of LEAs Meeting Target	100.0%	100.0%	99.0%

Region: 07

Total Number of LEAs (2020-21) for All Indicators: 102

Indicator 14 : Post School Outcomes

Post School Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	18	9.7%	NO	24	13.5%	NO	54	23.2%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	88	47.3%	NO	82	46.1%	NO	129	55.4%	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	111	59.7%	NO	108	60.7%	NO	154	66.1%	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 2018 Target	FFY 2019 Target	FFY 2020 Target
1	88.5%	88.5%	NA
2	1.8%	1.8%	NA
3A Reading Grade 04	NA	NA	NA
3A Reading Grade 08	NA	NA	NA
3A Reading Grade HS	NA	NA	NA
3A Math Grade 04	NA	NA	NA
3A Math Grade 08	NA	NA	NA
3A Math Grade HS	NA	NA	NA
3B Reading Grade 04	NA	NA	NA
3B Reading Grade 08	NA	NA	NA
3B Reading Grade HS	NA	NA	NA
3B Math Grade 04	NA	NA	NA
3B Math Grade 08	NA	NA	NA
3B Math Grade HS	NA	NA	NA
3C Reading Grade 04	NA	NA	NA
3C Reading Grade 08	NA	NA	NA
3C Reading Grade HS	NA	NA	NA
3C Math Grade 04	NA	NA	NA
3C Math Grade 08	NA	NA	NA
3C Math Grade HS	NA	NA	NA
3D Reading Grade 04	NA	NA	NA
3D Reading Grade 08	NA	NA	NA
3D Reading Grade HS	NA	NA	NA
3D Math Grade 04	NA	NA	NA
3D Math Grade 08	NA	NA	NA
3D Math Grade HS	NA	NA	NA
4A	0.0%	0.0%	NA
4B	0.0%	0.0%	0.0%
5A	68.0%	68.0%	NA
5B	12.0%	12.0%	NA
5C	1.3%	1.3%	NA
6A	33.0%	33.0%	NA
6B	15.0%	15.0%	NA
6C	NA	NA	NA
7A1	85.0%	85.0%	85.0%
7A2	63.0%	63.0%	63.0%
7B1	85.0%	85.0%	84.0%
7B2	58.0%	58.0%	56.0%
7C1	85.0%	85.0%	84.0%

Indicator	FFY 2018 Target	FFY 2019 Target	FFY 2020 Target
7C2	74.0%	74.0%	71.0%
8	81.0%	81.0%	NA
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%	30.0%
14B	63.0%	63.0%	63.0%
14C	80.0%	80.0%	80.0%