

Region Summary Tables SPP/APR Indicators 1-14

Region: 05

Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	506	578	546
Special Ed Graduates	392	305	236
% Special Ed Graduates	77.5%	52.8%	43.2%
# of LEAs Meeting Target	19	N/A	21
% of LEAs Meeting Target	52.8%	N/A	56.8%
# of LEAs With 'N/A'	3	N/A	3

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	3,843	578	546
Special Ed Dropouts	74	77	97
% Special Ed Dropouts	1.9%	13.3%	17.8%
# of LEAs Meeting Target	29	N/A	20
% of LEAs Meeting Target	80.6%	N/A	54.1%
# of LEAs With 'N/A'	0	N/A	3

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: 37

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	782	---	825	---
	Regular assessment without accommodations	106	13.6%	107	13.0%
	Regular assessment with accommodations	554	70.8%	618	74.9%
	Alternate assessment against alternate achievement standards	81	10.4%	95	11.5%
	Participants	741	94.8%	820	99.4%
	Non-participants	41	5.2%	5	0.6%
	LEAs Meeting Target	N/A	N/A	37	100.0%
08	# of children with IEPs	662	---	688	---
	Regular assessment without accommodations	64	9.7%	41	6.0%
	Regular assessment with accommodations	489	73.9%	560	81.4%
	Alternate assessment against alternate achievement standards	59	8.9%	79	11.5%
	Participants	612	92.5%	680	98.8%
	Non-participants	50	7.6%	8	1.2%
	LEAs Meeting Target	N/A	N/A	35	94.6%
HS	# of children with IEPs	674	---	988	---
	Regular assessment without accommodations	55	8.2%	67	6.8%
	Regular assessment with accommodations	500	74.2%	819	82.9%
	Alternate assessment against alternate achievement standards	73	10.8%	84	8.5%
	Participants	628	93.2%	970	98.2%
	Non-participants	46	6.8%	18	1.8%
	LEAs Meeting Target	N/A	N/A	33	94.3%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	783	---	825	---
	Regular assessment without accommodations	107	13.7%	109	13.2%
	Regular assessment with accommodations	552	70.5%	616	74.7%
	Alternate assessment against alternate achievement standards	82	10.5%	95	11.5%
	Participants	741	94.6%	820	99.4%
	Non-participants	42	5.4%	5	0.6%
	LEAs Meeting Target	N/A	N/A	37	100.0%
08	# of children with IEPs	653	---	686	---
	Regular assessment without accommodations	52	8.0%	41	6.0%
	Regular assessment with accommodations	489	74.9%	559	81.5%
	Alternate assessment against alternate achievement standards	59	9.0%	79	11.5%
	Participants	600	91.9%	679	99.0%
	Non-participants	53	8.1%	7	1.0%
	LEAs Meeting Target	N/A	N/A	36	97.3%
HS	# of children with IEPs	772	---	1,087	---
	Regular assessment without accommodations	46	6.0%	72	6.6%
	Regular assessment with accommodations	576	74.6%	875	80.5%
	Alternate assessment against alternate achievement standards	74	9.6%	82	7.5%
	Participants	696	90.2%	1,029	94.7%
	Non-participants	76	9.8%	58	5.3%
	LEAs Meeting Target	N/A	N/A	25	71.4%

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	660	---	725	---
	Proficient or above regular assessment without accommodations	38	52.1%	46	42.6%
	Proficient or above regular assessment with accommodations	35	48.0%	62	57.4%
	Total Proficients	73	11.1%	108	14.9%
	LEAs Meeting Target	N/A	N/A	9	25.0%
08	# of children with IEPs	553	---	601	---
	Proficient or above regular assessment without accommodations	13	33.3%	10	27.8%
	Proficient or above regular assessment with accommodations	26	66.7%	26	72.2%
	Total Proficients	39	7.1%	36	6.0%
	LEAs Meeting Target	N/A	N/A	3	8.3%
HS	# of children with IEPs	555	---	886	---
	Proficient or above regular assessment without accommodations	12	26.7%	12	17.7%
	Proficient or above regular assessment with accommodations	33	73.3%	56	82.4%
	Total Proficients	45	8.1%	68	7.7%
	LEAs Meeting Target	N/A	N/A	7	20.0%

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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	659	---	725	---
	Proficient or above regular assessment without accommodations	38	59.4%	61	39.6%
	Proficient or above regular assessment with accommodations	26	40.6%	93	60.4%
	Total Proficients	64	9.7%	154	21.2%
	LEAs Meeting Target	N/A	N/A	26	72.2%
08	# of children with IEPs	541	---	600	---
	Proficient or above regular assessment without accommodations	21	51.2%	17	26.6%
	Proficient or above regular assessment with accommodations	20	48.8%	47	73.4%
	Total Proficients	41	7.6%	64	10.7%
	LEAs Meeting Target	N/A	N/A	14	38.9%
HS	# of children with IEPs	622	---	947	---
	Proficient or above regular assessment without accommodations	20	41.7%	18	30.5%
	Proficient or above regular assessment with accommodations	28	58.3%	41	69.5%
	Total Proficients	48	7.7%	59	6.2%
	LEAs Meeting Target	N/A	N/A	5	14.3%

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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	81	---	95	---
	Alternate assessment against alternate achievement standards	68	84.0%	84	88.4%
	LEAs Meeting Target	N/A	N/A	13	59.1%
08	# of children with IEPs	59	---	79	---
	Alternate assessment against alternate achievement standards	58	98.3%	75	94.9%
	LEAs Meeting Target	N/A	N/A	17	85.0%
HS	# of children with IEPs	73	---	84	---
	Alternate assessment against alternate achievement standards	69	94.5%	82	97.6%
	LEAs Meeting Target	N/A	N/A	23	95.8%

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Total Number of LEAs (2021-22) for All Indicators: 37

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	82	---	95	---
	Alternate assessment against alternate achievement standards	61	74.4%	78	82.1%
	LEAs Meeting Target	N/A	N/A	12	54.6%
08	# of children with IEPs	59	---	79	---
	Alternate assessment against alternate achievement standards	58	98.3%	75	94.9%
	LEAs Meeting Target	N/A	N/A	17	85.0%
HS	# of children with IEPs	74	---	82	---
	Alternate assessment against alternate achievement standards	71	96.0%	80	97.6%
	LEAs Meeting Target	N/A	N/A	23	95.8%

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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	1,588	28.7%	2,012	34.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	73	11.1%	108	14.9%
	Proficiency rate gap		17.6%		19.3%
	LEAs Meeting Target	N/A	N/A	15	40.5%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,415	38.2%	2,390	35.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	7.1%	36	6.0%
	Proficiency rate gap		31.1%		29.9%
	LEAs Meeting Target	N/A	N/A	21	56.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,890	31.7%	2,380	30.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	45	8.1%	68	7.7%
	Proficiency rate gap		23.6%		22.8%
	LEAs Meeting Target	N/A	N/A	18	50.0%

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Total Number of LEAs (2021-22) for All Indicators: 37

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	1,703	30.9%	2,673	45.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	64	9.7%	154	21.2%
	Proficiency rate gap		21.2%		24.2%
	LEAs Meeting Target	N/A	N/A	14	37.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,304	39.9%	3,098	49.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	7.6%	64	10.7%
	Proficiency rate gap		32.4%		39.1%
	LEAs Meeting Target	N/A	N/A	17	46.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,874	42.9%	3,275	38.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	48	7.7%	59	6.2%
	Proficiency rate gap		35.1%		32.3%
	LEAs Meeting Target	N/A	N/A	17	47.2%

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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	37
% 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: 37

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	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	36	36	37
% 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	8,594	---	8,760	---	9,345	---
5A: Inside the regular class 80% or more of the day	5,497	64.0%	5,709	65.2%	6,279	67.2%
5B: Inside the regular class less than 40% of the day	1,508	17.5%	1,481	16.9%	1,407	15.1%
5C: In separate school, residential facility or homebound or hospital	65	0.8%	70	0.8%	62	0.7%
LEAs Meeting Target 5A	25	69.4%	N/A	N/A	24	64.9%
LEAs Meeting Target 5B	16	44.4%	N/A	N/A	29	78.4%
LEAs Meeting Target 5C	31	86.1%	N/A	N/A	32	86.5%

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	492	---	549	---
6A: Attending REC & receiving majority of SPED and related services in a REC	195	39.6%	225	41.0%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	94	19.1%	92	16.8%
6C: Receiving special education and related services in the home	1	0.2%	4	0.7%
LEAs Meeting Target 6A	N/A	N/A	23	62.2%
LEAs Meeting Target 6B	N/A	N/A	29	78.4%
LEAs Meeting Target 6C	N/A	N/A	35	94.6%

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: 37

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	5	1.5%	---	6	1.6%	---	2	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	51	15.1%	---	47	12.3%	---	56	14.8%	---
Improved functioning to reach a level nearer to same-aged peers	86	25.4%	---	95	24.8%	---	85	22.5%	---
Improved functioning to reach a level comparable to same-aged peers	122	36.1%	---	151	39.4%	---	133	35.2%	---
Maintained functioning at a level comparable to same-aged peers	74	21.9%	---	84	21.9%	---	102	27.0%	---
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	---	78.8%	NO	---	82.3%	NO	---	79.0%	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	---	58.0%	NO	---	61.4%	NO	---	62.2%	NO

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Total Number of LEAs (2021-22) for All Indicators: 37

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	3	0.9%	---	4	1.1%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	57	16.9%	---	56	14.7%	---	68	18.0%	---
Improved functioning to reach a level nearer to same-aged peers	95	28.1%	---	118	30.9%	---	93	24.6%	---
Improved functioning to reach a level comparable to same-aged peers	137	40.5%	---	156	40.8%	---	156	41.3%	---
Maintained functioning at a level comparable to same-aged peers	46	13.6%	---	48	12.6%	---	61	16.1%	---
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	---	79.5%	NO	---	82.0%	NO	---	78.6%	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	---	54.1%	NO	---	53.4%	NO	---	57.4%	YES

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Total Number of LEAs (2021-22) for All Indicators: 37

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	4	1.2%	---	2	0.5%	---		0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	47	13.9%	---	39	10.2%	---	45	11.9%	---
Improved functioning to reach a level nearer to same-aged peers	47	13.9%	---	62	16.2%	---	66	17.5%	---
Improved functioning to reach a level comparable to same-aged peers	118	34.9%	---	158	41.2%	---	129	34.1%	---
Maintained functioning at a level comparable to same-aged peers	122	36.1%	---	123	32.0%	---	137	36.2%	---
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	---	76.4%	NO	---	84.3%	YES	---	80.9%	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	---	71.0%	NO	---	73.2%	YES	---	70.4%	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	80.4%	NO	73.6%	N/A	68.6%	NO

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

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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	0
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	36	36	37
% 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	3	5
# 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	37
% 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: 37

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	1,742	1,950	2,430
# of children whose evaluations completed within State established timeline	1,735	1,913	2,404
% of children whose evaluations completed within State established timeline	99.6%	98.1%	98.9%
# of LEAs Meeting Target	33	32	32
% of LEAs Meeting Target	91.7%	88.9%	86.5%

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	153	163	62
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	21	11	6
# found eligible & IEP developed & implemented by third birthday	120	139	36
# whose parent refusal caused delay in evaluation or initial services	9	8	0
# serviced in Part C less than 90 days before third birthday	3	5	20
% 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	37
% 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	437	472	459
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	437	472	459
% 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	37
% 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	15	17.0%	NO	12	10.4%	NO	18	17.1%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	39	44.3%	NO	54	47.0%	NO	55	52.4%	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	47	53.4%	NO	69	60.0%	NO	63	60.0%	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%