Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	1,082	1,195	1,322
Special Ed Graduates	902	519	606
% Special Ed Graduates	83.4%	43.4%	45.8%
# of LEAs Meeting Target	69	N/A	59
% of LEAs Meeting Target	67.6%	N/A	57.8%
# of LEAs With 'N/A'	10	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.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 2 : Dropout

Dropout Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	8,662	1,200	1,322
Special Ed Dropouts	127	105	141
% Special Ed Dropouts	1.5%	8.8%	10.7%
# of LEAs Meeting Target	84	N/A	84
% of LEAs Meeting Target	82.4%	N/A	82.4%
# of LEAs With 'N/A'	2	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.

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %
04	# of children with IEPs	1,629	- - -	1,800	- - -
	Regular assessment without accommodations	149	9.2%	185	10.3%
	Regular assessment with accommodations	1,202	73.8%	1,376	76.4%
	Alternate assessment against alternate achievement standards	194	11.9%	206	11.4%
	Participants	1,545	94.8%	1,767	98.2%
	Non-participants	84	5.2%	33	1.8%
	LEAs Meeting Target	N/A	N/A	89	92.7%
08	# of children with IEPs	1,689	- - -	1,911	- - -
	Regular assessment without accommodations	67	4.0%	85	4.5%
	Regular assessment with accommodations	1,218	72.1%	1,508	78.9%
	Alternate assessment against alternate achievement standards	199	11.8%	213	11.2%
	Participants	1,484	87.9%	1,806	94.5%
	Non-participants	205	12.1%	105	5.5%
	LEAs Meeting Target	N/A	N/A	84	84.9%
HS	# of children with IEPs	1,666	- - -	2,581	- - -
	Regular assessment without accommodations	76	4.6%	135	5.2%
	Regular assessment with accommodations	1,252	75.2%	2,063	79.9%
	Alternate assessment against alternate achievement standards	150	9.0%	228	8.8%
	Participants	1,478	88.7%	2,426	94.0%
	Non-participants	188	11.3%	155	6.0%
	LEAs Meeting Target	N/A	N/A	89	92.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %
04	# of children with IEPs	1,629	- - -	1,797	- - -
	Regular assessment without accommodations	163	10.0%	189	10.5%
	Regular assessment with accommodations	1,186	72.8%	1,369	76.2%
	Alternate assessment against alternate achievement standards	194	11.9%	206	11.5%
	Participants	1,543	94.7%	1,764	98.2%
	Non-participants	86	5.3%	33	1.8%
	LEAs Meeting Target	N/A	N/A	89	92.7%
08	# of children with IEPs	1,684	- - -	1,906	- - -
	Regular assessment without accommodations	64	3.8%	85	4.5%
	Regular assessment with accommodations	1,209	71.8%	1,497	78.5%
	Alternate assessment against alternate achievement standards	200	11.9%	212	11.1%
	Participants	1,473	87.5%	1,794	94.1%
	Non-participants	211	12.5%	112	5.9%
	LEAs Meeting Target	N/A	N/A	84	84.9%
HS	# of children with IEPs	1,970	- - -	2,960	- - -
	Regular assessment without accommodations	76	3.9%	135	4.6%
	Regular assessment with accommodations	1,381	70.1%	2,251	76.1%
	Alternate assessment against alternate achievement standards	151	7.7%	225	7.6%
	Participants	1,608	81.6%	2,611	88.2%
	Non-participants	362	18.4%	349	11.8%
	LEAs Meeting Target	N/A	N/A	59	61.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 3B : Math Proficiency - Regular Math

Grade	Math Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %
04	# of children with IEPs	1,351	- - -	1,561	- - -
	Proficient or above regular assessment without accommodations	86	43.9%	89	39.9%
	Proficient or above regular assessment with accommodations	110	56.1%	134	60.1%
	Total Proficients	196	14.5%	223	14.3%
	LEAs Meeting Target	N/A	N/A	27	28.1%
08	# of children with IEPs	1,285	- - -	1,593	- - -
	Proficient or above regular assessment without accommodations	36	21.6%	36	20.1%
	Proficient or above regular assessment with accommodations	131	78.4%	143	79.9%
	Total Proficients	167	13.0%	179	11.2%
	LEAs Meeting Target	N/A	N/A	30	30.3%
HS	# of children with IEPs	1,328	- - -	2,198	- - -
	Proficient or above regular assessment without accommodations	18	11.8%	34	18.5%
	Proficient or above regular assessment with accommodations	134	88.2%	150	81.5%
	Total Proficients	152	11.5%	184	8.4%
	LEAs Meeting Target	N/A	N/A	25	26.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 3B : Reading Proficiency - Regular Reading

Grade	Reading Proficiency - Regular	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	# of children with IEPs	1,349	- - -	1,558	- - -
	Proficient or above regular assessment without accommodations	83	48.8%	129	39.1%
	Proficient or above regular assessment with accommodations	87	51.2%	201	60.9%
	Total Proficients	170	12.6%	330	21.2%
	LEAs Meeting Target	N/A	N/A	66	68.8%
08	# of children with IEPs	1,273	- - -	1,582	- - -
	Proficient or above regular assessment without accommodations	30	24.2%	50	21.7%
	Proficient or above regular assessment with accommodations	94	75.8%	180	78.3%
	Total Proficients	124	9.7%	230	14.5%
	LEAs Meeting Target	N/A	N/A	52	52.5%
HS	# of children with IEPs	1,455	- - -	2,385	- - -
	Proficient or above regular assessment without accommodations	26	20.3%	44	19.6%
	Proficient or above regular assessment with accommodations	102	79.7%	180	80.4%
	Total Proficients	128	8.8%	224	9.4%
	LEAs Meeting Target	N/A	N/A	34	35.4%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 3C : Math Proficiency - Alternate Math

Grade	Math Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %
04	# of children with IEPs	194	- - -	206	- - -
	Alternate assessment against alternate achievement standards	182	93.8%	199	96.6%
	LEAs Meeting Target	N/A	N/A	46	90.2%
08	# of children with IEPs	199	- - -	213	- - -
	Alternate assessment against alternate achievement standards	195	98.0%	206	96.7%
	LEAs Meeting Target	N/A	N/A	55	93.2%
HS	# of children with IEPs	150	- - -	228	- - -
	Alternate assessment against alternate achievement standards	142	94.7%	218	95.6%
	LEAs Meeting Target	N/A	N/A	55	88.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

Indicator 3C : Reading Proficiency - Alternate Reading

Grade	Reading Proficiency - Alternate	FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	# of children with IEPs	194	- - -	206	- - -
	Alternate assessment against alternate achievement standards	165	85.1%	186	90.3%
	LEAs Meeting Target	N/A	N/A	37	72.6%
08	# of children with IEPs	200	- - -	212	- - -
	Alternate assessment against alternate achievement standards	193	96.5%	196	92.5%
	LEAs Meeting Target	N/A	N/A	49	83.1%
HS	# of children with IEPs	151	- - -	225	- - -
	Alternate assessment against alternate achievement standards	142	94.0%	206	91.6%
	LEAs Meeting Target	N/A	N/A	50	80.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) 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		FFY21 2021-22	
		#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,437	38.1%	4,881	40.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	196	14.5%	223	14.3%
	Proficiency rate gap		23.6%		26.1%
	LEAs Meeting Target	N/A	N/A	38	38.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,316	52.4%	6,933	45.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	167	13.0%	179	11.2%
	Proficiency rate gap		39.4%		34.1%
	LEAs Meeting Target	N/A	N/A	39	39.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,358	40.5%	5,997	34.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	152	11.5%	184	8.4%
	Proficiency rate gap		29.0%		26.2%
	LEAs Meeting Target	N/A	N/A	39	40.2%

Region: 07

Total Number of LEAs (2021-22) 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		FFY21 2021-22	
		#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,396	37.8%	6,204	51.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	170	12.6%	330	21.2%
	Proficiency rate gap		25.2%		30.1%
	LEAs Meeting Target	N/A	N/A	23	23.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,200	47.6%	8,061	55.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	124	9.7%	230	14.5%
	Proficiency rate gap		37.8%		41.1%
	LEAs Meeting Target	N/A	N/A	29	29.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,300	48.7%	8,529	44.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	128	8.8%	224	9.4%
	Proficiency rate gap		39.9%		35.2%
	LEAs Meeting Target	N/A	N/A	50	51.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	102	N/A	102
% of LEAs Meeting Target	100.0%	N/A	100.0%

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

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	102	102	102
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

Region: 07

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	18,616	- - -	19,809	- - -	21,747	- - -
5A: Inside the regular class 80% or more of the day	12,421	66.7%	13,463	68.0%	14,910	68.6%
5B: Inside the regular class less than 40% of the day	2,501	13.4%	2,458	12.4%	2,758	12.7%
5C: In separate school, residential facility or homebound or hospital	208	1.1%	287	1.4%	298	1.4%
LEAs Meeting Target 5A	58	56.9%	N/A	N/A	51	50.0%
LEAs Meeting Target 5B	59	57.8%	N/A	N/A	78	76.5%
LEAs Meeting Target 5C	83	81.4%	N/A	N/A	66	64.7%

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

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	930	- - -	873	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	209	22.5%	157	18.0%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	271	29.1%	257	29.4%
6C: Receiving special education and related services in the home	17	1.8%	15	1.7%
LEAs Meeting Target 6A	N/A	N/A	42	41.2%
LEAs Meeting Target 6B	N/A	N/A	68	66.7%
LEAs Meeting Target 6C	N/A	N/A	92	90.2%

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

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	2	0.2%	- - -	6	0.7%	- - -	5	0.5%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	164	19.1%	- - -	229	26.3%	- - -	159	17.0%	- - -
Improved functioning to reach a level nearer to same-aged peers	198	23.1%	- - -	184	21.1%	- - -	223	23.9%	- - -
Improved functioning to reach a level comparable to same-aged peers	269	31.4%	- - -	259	29.7%	- - -	304	32.5%	- - -
Maintained functioning at a level comparable to same-aged peers	225	26.2%	- - -	194	22.3%	- - -	244	26.1%	- - -
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	- - -	73.8%	NO	- - -	65.3%	NO	- - -	76.3%	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	- - -	57.6%	NO	- - -	52.0%	NO	- - -	58.6%	NO

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	5	0.6%	- - -	6	0.7%	- - -	4	0.4%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	168	19.6%	- - -	243	27.9%	- - -	148	15.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	197	23.0%	- - -	189	21.7%	- - -	245	26.2%	- - -
Improved functioning to reach a level comparable to same-aged peers	273	31.9%	- - -	250	28.7%	- - -	317	33.9%	- - -
Maintained functioning at a level comparable to same-aged peers	213	24.9%	- - -	184	21.1%	- - -	220	23.6%	- - -
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	- - -	73.1%	NO	- - -	63.8%	NO	- - -	78.7%	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	- - -	56.8%	NO	- - -	49.8%	NO	- - -	57.5%	YES

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	0.5%	- - -	7	0.8%	- - -	5	0.5%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	149	17.4%	- - -	194	22.2%	- - -	127	13.6%	- - -
Improved functioning to reach a level nearer to same-aged peers	120	14.0%	- - -	115	13.2%	- - -	160	17.1%	- - -
Improved functioning to reach a level comparable to same-aged peers	245	28.6%	- - -	221	25.3%	- - -	279	29.9%	- - -
Maintained functioning at a level comparable to same-aged peers	340	39.6%	- - -	336	38.5%	- - -	363	38.9%	- - -
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	- - -	70.5%	NO	- - -	62.6%	NO	- - -	76.9%	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	- - -	68.2%	NO	- - -	63.8%	NO	- - -	68.7%	NO

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	80.0%	NO	75.8%	N/A	73.9%	NO

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

Region: 07

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	2	4	2
# 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.

Region: 07

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	2	4	12
# 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.

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	3,642	4,300	4,645
# of children whose evaluations completed within State established timeline	3,642	4,113	4,638
% of children whose evaluations completed within State established timeline	100.0%	95.7%	99.9%
# of LEAs Meeting Target	102	82	99
% of LEAs Meeting Target	100.0%	80.4%	97.1%

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).

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	187	187	108
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	23	20	19
# found eligible & IEP developed & implemented by third birthday	147	145	66
# whose parent refusal caused delay in evaluation or initial services	10	3	1
# serviced in Part C less than 90 days before third birthday	7	1	22
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	89.0%	100.0%
# of LEAs Meeting Target	102	98	102
% of LEAs Meeting Target	100.0%	96.1%	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).

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	1,101	1,218	1,300
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,101	1,217	1,300
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	99.9%	100.0%
# of LEAs Meeting Target	102	101	102
% of LEAs Meeting Target	100.0%	99.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2021-22) for All Indicators: 102

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	24	13.5%	NO	54	23.2%	NO	49	18.2%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	82	46.1%	NO	129	55.4%	NO	139	51.5%	NO
Enrolled in higher education or in some other postsecondary education or training parogram; or competitively employed or in some other employment within one year of leaving high school	108	60.7%	NO	154	66.1%	NO	163	60.4%	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%