

Region Summary Tables SPP/APR Indicators 1-14

Region: 16

Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	509	553	535
Special Ed Graduates	426	312	276
% Special Ed Graduates	83.7%	56.4%	51.6%
# of LEAs Meeting Target	50	N/A	49
% of LEAs Meeting Target	80.6%	N/A	80.3%
# of LEAs With 'N/A'	15	N/A	14

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	4,049	557	535
Special Ed Dropouts	62	56	65
% Special Ed Dropouts	1.5%	10.1%	12.2%
# of LEAs Meeting Target	60	N/A	55
% of LEAs Meeting Target	96.8%	N/A	90.2%
# of LEAs With 'N/A'	4	N/A	14

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: 61

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	933	---	936	---
	Regular assessment without accommodations	96	10.3%	105	11.2%
	Regular assessment with accommodations	722	77.4%	739	79.0%
	Alternate assessment against alternate achievement standards	103	11.0%	88	9.4%
	Participants	921	98.7%	932	99.6%
	Non-participants	12	1.3%	4	0.4%
	LEAs Meeting Target	N/A	N/A	53	96.4%
08	# of children with IEPs	809	---	844	---
	Regular assessment without accommodations	33	4.1%	20	2.4%
	Regular assessment with accommodations	665	82.2%	731	86.6%
	Alternate assessment against alternate achievement standards	86	10.6%	89	10.6%
	Participants	784	96.9%	840	99.5%
	Non-participants	25	3.1%	4	0.5%
	LEAs Meeting Target	N/A	N/A	55	100.0%
HS	# of children with IEPs	755	---	963	---
	Regular assessment without accommodations	23	3.1%	31	3.2%
	Regular assessment with accommodations	603	79.9%	833	86.5%
	Alternate assessment against alternate achievement standards	90	11.9%	86	8.9%
	Participants	716	94.8%	950	98.7%
	Non-participants	39	5.2%	13	1.4%
	LEAs Meeting Target	N/A	N/A	50	96.2%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	933	---	937	---
	Regular assessment without accommodations	86	9.2%	99	10.6%
	Regular assessment with accommodations	730	78.2%	746	79.6%
	Alternate assessment against alternate achievement standards	102	10.9%	88	9.4%
	Participants	918	98.4%	933	99.6%
	Non-participants	15	1.6%	4	0.4%
	LEAs Meeting Target	N/A	N/A	53	96.4%
08	# of children with IEPs	802	---	837	---
	Regular assessment without accommodations	38	4.7%	19	2.3%
	Regular assessment with accommodations	655	81.7%	721	86.1%
	Alternate assessment against alternate achievement standards	86	10.7%	89	10.6%
	Participants	779	97.1%	829	99.0%
	Non-participants	23	2.9%	8	1.0%
	LEAs Meeting Target	N/A	N/A	55	100.0%
HS	# of children with IEPs	937	---	1,228	---
	Regular assessment without accommodations	19	2.0%	28	2.3%
	Regular assessment with accommodations	702	74.9%	1,020	83.1%
	Alternate assessment against alternate achievement standards	88	9.4%	87	7.1%
	Participants	809	86.3%	1,135	92.4%
	Non-participants	128	13.7%	93	7.6%
	LEAs Meeting Target	N/A	N/A	30	57.7%

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Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	818	---	844	---
	Proficient or above regular assessment without accommodations	51	36.4%	70	44.0%
	Proficient or above regular assessment with accommodations	89	63.6%	89	56.0%
	Total Proficients	140	17.1%	159	18.8%
	LEAs Meeting Target	N/A	N/A	17	32.7%
08	# of children with IEPs	698	---	751	---
	Proficient or above regular assessment without accommodations	15	13.6%	11	9.9%
	Proficient or above regular assessment with accommodations	95	86.4%	100	90.1%
	Total Proficients	110	15.8%	111	14.8%
	LEAs Meeting Target	N/A	N/A	14	25.5%
HS	# of children with IEPs	626	---	864	---
	Proficient or above regular assessment without accommodations	7	7.5%	10	11.4%
	Proficient or above regular assessment with accommodations	86	92.5%	78	88.6%
	Total Proficients	93	14.9%	88	10.2%
	LEAs Meeting Target	N/A	N/A	15	28.9%

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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	816	---	845	---
	Proficient or above regular assessment without accommodations	37	38.5%	71	32.3%
	Proficient or above regular assessment with accommodations	59	61.5%	149	67.7%
	Total Proficients	96	11.8%	220	26.0%
	LEAs Meeting Target	N/A	N/A	30	57.7%
08	# of children with IEPs	693	---	740	---
	Proficient or above regular assessment without accommodations	18	25.0%	14	14.9%
	Proficient or above regular assessment with accommodations	54	75.0%	80	85.1%
	Total Proficients	72	10.4%	94	12.7%
	LEAs Meeting Target	N/A	N/A	21	38.2%
HS	# of children with IEPs	721	---	1,048	---
	Proficient or above regular assessment without accommodations	5	6.6%	8	10.0%
	Proficient or above regular assessment with accommodations	71	93.4%	72	90.0%
	Total Proficients	76	10.5%	80	7.6%
	LEAs Meeting Target	N/A	N/A	17	32.7%

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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	103	---	88	---
	Alternate assessment against alternate achievement standards	101	98.1%	86	97.7%
	LEAs Meeting Target	N/A	N/A	18	94.7%
08	# of children with IEPs	86	---	89	---
	Alternate assessment against alternate achievement standards	85	98.8%	85	95.5%
	LEAs Meeting Target	N/A	N/A	23	92.0%
HS	# of children with IEPs	90	---	86	---
	Alternate assessment against alternate achievement standards	86	95.6%	84	97.7%
	LEAs Meeting Target	N/A	N/A	15	100.0%

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Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	102	---	88	---
	Alternate assessment against alternate achievement standards	97	95.1%	81	92.1%
	LEAs Meeting Target	N/A	N/A	16	84.2%
08	# of children with IEPs	86	---	89	---
	Alternate assessment against alternate achievement standards	83	96.5%	86	96.6%
	LEAs Meeting Target	N/A	N/A	24	96.0%
HS	# of children with IEPs	88	---	87	---
	Alternate assessment against alternate achievement standards	87	98.9%	84	96.6%
	LEAs Meeting Target	N/A	N/A	14	93.3%

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

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,470	43.1%	2,599	45.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	140	17.1%	159	18.8%
	Proficiency rate gap		26.0%		26.5%
	LEAs Meeting Target	N/A	N/A	27	44.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,050	57.1%	3,803	54.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	110	15.8%	111	14.8%
	Proficiency rate gap		41.4%		40.2%
	LEAs Meeting Target	N/A	N/A	28	48.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,808	47.9%	2,922	42.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	93	14.9%	88	10.2%
	Proficiency rate gap		33.0%		31.9%
	LEAs Meeting Target	N/A	N/A	25	43.1%

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

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,215	38.7%	3,117	54.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	96	11.8%	220	26.0%
	Proficiency rate gap		26.9%		28.4%
	LEAs Meeting Target	N/A	N/A	25	41.0%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,878	46.2%	3,492	56.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	72	10.4%	94	12.7%
	Proficiency rate gap		35.8%		43.4%
	LEAs Meeting Target	N/A	N/A	19	32.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,299	48.8%	3,704	45.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	76	10.5%	80	7.6%
	Proficiency rate gap		38.2%		38.3%
	LEAs Meeting Target	N/A	N/A	31	53.5%

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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	1	1
# of LEAs Meeting Target	62	N/A	60
% of LEAs Meeting Target	100.0%	N/A	98.4%

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

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Total Number of LEAs (2021-22) for All Indicators: 61

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	1	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	62	61	61
% 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	9,469	---	9,791	---	10,257	---
5A: Inside the regular class 80% or more of the day	7,072	74.7%	7,312	74.7%	7,834	76.4%
5B: Inside the regular class less than 40% of the day	992	10.5%	1,010	10.3%	1,007	9.8%
5C: In separate school, residential facility or homebound or hospital	25	0.3%	31	0.3%	35	0.3%
LEAs Meeting Target 5A	52	83.9%	N/A	N/A	48	78.7%
LEAs Meeting Target 5B	57	91.9%	N/A	N/A	59	96.7%
LEAs Meeting Target 5C	60	96.8%	N/A	N/A	59	96.7%

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	538	---	556	---
6A: Attending REC & receiving majority of SPED and related services in a REC	141	26.2%	159	28.6%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	167	31.0%	144	25.9%
6C: Receiving special education and related services in the home	8	1.5%	7	1.3%
LEAs Meeting Target 6A	N/A	N/A	40	65.6%
LEAs Meeting Target 6B	N/A	N/A	53	86.9%
LEAs Meeting Target 6C	N/A	N/A	56	91.8%

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

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

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	0	0.0%	---		0.2%	---	2	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	20	5.1%	---	20	4.6%	---	23	5.7%	---
Improved functioning to reach a level nearer to same-aged peers	108	27.4%	---	117	26.7%	---	125	30.9%	---
Improved functioning to reach a level comparable to same-aged peers	191	48.5%	---	218	49.8%	---	182	45.1%	---
Maintained functioning at a level comparable to same-aged peers	75	19.0%	---	82	18.7%	---	72	17.8%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	93.7%	YES	---	94.1%	YES	---	92.5%	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	---	67.5%	YES	---	68.5%	YES	---	62.9%	YES

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Total Number of LEAs (2021-22) for All Indicators: 61

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		0.3%	---	2	0.5%	---	3	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	22	5.6%	---	21	4.8%	---	19	4.7%	---
Improved functioning to reach a level nearer to same-aged peers	124	31.5%	---	131	29.9%	---	133	32.9%	---
Improved functioning to reach a level comparable to same-aged peers	191	48.5%	---	228	52.1%	---	207	51.2%	---
Maintained functioning at a level comparable to same-aged peers	56	14.2%	---	56	12.8%	---	42	10.4%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	93.2%	YES	---	94.0%	YES	---	93.9%	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	---	62.7%	YES	---	64.8%	YES	---	61.6%	YES

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

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	0	0.0%	---		0.2%	---	3	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	20	5.1%	---	21	4.8%	---	16	4.0%	---
Improved functioning to reach a level nearer to same-aged peers	77	19.5%	---	73	16.7%	---	81	20.1%	---
Improved functioning to reach a level comparable to same-aged peers	166	42.1%	---	196	44.8%	---	191	47.3%	---
Maintained functioning at a level comparable to same-aged peers	131	33.2%	---	147	33.6%	---	113	28.0%	---
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	---	92.4%	YES	---	92.4%	YES	---	93.5%	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	---	75.4%	YES	---	78.3%	YES	---	75.3%	YES

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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	89.1%	YES	77.7%	N/A	74.9%	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	62	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	0	4	3
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	62	61	61
% 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 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	1,935	1,959	2,598
# of children whose evaluations completed within State established timeline	1,933	1,812	2,594
% of children whose evaluations completed within State established timeline	99.9%	92.5%	99.9%
# of LEAs Meeting Target	61	57	58
% of LEAs Meeting Target	98.4%	93.4%	95.1%

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).

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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	184	206	107
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	26	19	12
# found eligible & IEP developed & implemented by third birthday	139	157	75
# whose parent refusal caused delay in evaluation or initial services	5	7	4
# serviced in Part C less than 90 days before third birthday	14	2	16
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	88.2%	100.0%
# of LEAs Meeting Target	62	60	61
% of LEAs Meeting Target	100.0%	98.4%	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	435	484	487
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	435	484	487
% 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	62	61	59
% of LEAs Meeting Target	100.0%	100.0%	96.7%

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Indicator 14 : Post-School Outcomes

Post-School Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	10	12.7%	NO	20	22.5%	NO	30	31.3%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	42	53.2%	NO	62	69.7%	YES	62	64.6%	YES
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	53	67.1%	NO	73	82.0%	YES	76	79.2%	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%