Region Summary Tables SPP/APR Indicators 1-14

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	291	276	291
Special Ed Graduates	261	258	101
% Special Ed Graduates	89.7%	93.5%	34.7%
# of LEAs Meeting Target	29	34	N/A
% of LEAs Meeting Target	78.4%	91.9%	N/A
# of LEAs With 'N/A'	3	7	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	2,061	2,112	292
Special Ed Dropouts	11	13	13
% Special Ed Dropouts	0.5%	0.6%	4.5%
# of LEAs Meeting Target	33	32	N/A
% of LEAs Meeting Target	89.2%	86.5%	N/A
# of LEAs With 'N/A'	0	0	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	461	- - -
	Regular assessment without accommodations	61	13.2%
	Regular assessment with accommodations	356	77.2%
	Alternate assessment against alternate achievement standards	34	7.4%
	Participants	451	97.8%
	Non-participants	10	2.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	375	- - -
	Regular assessment without accommodations	13	3.5%
	Regular assessment with accommodations	320	85.3%
	Alternate assessment against alternate achievement standards	32	8.5%
	Participants	365	97.3%
	Non-participants	10	2.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	364	- - -
	Regular assessment without accommodations	48	13.2%
	Regular assessment with accommodations	277	76.1%
	Alternate assessment against alternate achievement standards	27	7.4%
	Participants	352	96.7%
	Non-participants	12	3.3%
	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	460	- - -
	Regular assessment without accommodations	62	13.5%
	Regular assessment with accommodations	355	77.2%
	Alternate assessment against alternate achievement standards	34	7.4%
	Participants	451	98.0%
	Non-participants	9	2.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	375	- - -
	Regular assessment without accommodations	16	4.3%
	Regular assessment with accommodations	317	84.5%
	Alternate assessment against alternate achievement standards	33	8.8%
	Participants	366	97.6%
	Non-participants	9	2.4%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	402	- - -
	Regular assessment without accommodations	21	5.2%
	Regular assessment with accommodations	323	80.4%
	Alternate assessment against alternate achievement standards	27	6.7%
	Participants	371	92.3%
	Non-participants	31	7.7%
	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 3B : Math Proficiency - Regular Math

Grade	Math Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	417	- - -
	Proficient or above regular assessment without accommodations	29	60.4%
	Proficient or above regular assessment with accommodations	19	39.6%
	Total Proficients	48	11.5%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	333	- - -
	Proficient or above regular assessment without accommodations	5	19.2%
	Proficient or above regular assessment with accommodations	21	80.8%
	Total Proficients	26	7.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	325	- - -
	Proficient or above regular assessment without accommodations	9	25.7%
	Proficient or above regular assessment with accommodations	26	74.3%
	Total Proficients	35	10.8%
	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 3B : Reading Proficiency - Regular Reading

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	417	- - -
	Proficient or above regular assessment without accommodations	23	59.0%
	Proficient or above regular assessment with accommodations	16	41.0%
	Total Proficients	39	9.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	333	- - -
	Proficient or above regular assessment without accommodations	9	39.1%
	Proficient or above regular assessment with accommodations	14	60.9%
	Total Proficients	23	6.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	344	- - -
	Proficient or above regular assessment without accommodations	8	25.0%
	Proficient or above regular assessment with accommodations	24	75.0%
	Total Proficients	32	9.3%
	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 3C : Math Proficiency - Alternate Math

Grade	Math Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	34	- - -
	Alternate assessment against alternate achievement standards	26	76.5%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	32	- - -
	Alternate assessment against alternate achievement standards	27	84.4%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	27	- - -
	Alternate assessment against alternate achievement standards	25	92.6%
	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 3C : Reading Proficiency - Alternate Reading

Grade	Reading Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	34	- - -
04	Alternate assessment against alternate achievement standards	26	76.5%
04	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	33	- - -
08	Alternate assessment against alternate achievement standards	29	87.9%
08	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	27	- - -
HS	Alternate assessment against alternate achievement standards	24	88.9%
HS	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	929	37.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	48	11.5%
	Proficiency rate gap		25.6%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,302	48.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	26	7.8%
	Proficiency rate gap		40.2%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,184	42.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	35	10.8%
	Proficiency rate gap		32.0%
	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	837	33.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	9.4%
	Proficiency rate gap		24.1%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,134	43.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	23	6.9%
	Proficiency rate gap		36.3%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,530	49.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	32	9.3%
	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	37	37	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	37	37	37
% 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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	4,003	- - -	4,679	- - -	4,925	- - -
Inside the regular class 80% or more of the day	2,912	72.7%	3,472	74.2%	3,723	75.6%
Inside the regular class less than 40% of the day	504	12.6%	585	12.5%	608	12.4%
In separate school, residential facility or homebound or hospital	23	0.6%	29	0.6%	15	0.3%
LEAs Meeting Target 5A	30	81.1%	31	83.8%	N/A	N/A
LEAs Meeting Target 5B	29	78.4%	31	83.8%	N/A	N/A
LEAs Meeting Target 5C	36	97.3%	35	94.6%	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	301	- - -
Attending REC & receiving majority of SPED services in a REC	94	31.2%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	48	16.0%
Receiving special education and related services in the home	0	0.0%
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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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

Early Childhood Outcomes	FFY18 2018-19 #	%	Met Target	FFY19 2019-20 #	%	Met Target	FFY20 2020-21 #	%	Met Target
Did not improve functioning		0.5%	- - -		0.5%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5	2.3%	- - -	21	9.5%	- - -	5	2.4%	- - -
Improved functioning to reach a level nearer to same-aged peers	81	38.0%	- - -	62	27.9%	- - -	59	27.7%	- - -
Improved functioning to reach a level comparable to same-aged peers	103	48.4%	- - -	89	40.1%	- - -	110	51.6%	- - -
Maintained functioning at a level comparable to same-aged peers	23	10.8%	- - -	49	22.1%	- - -	39	18.3%	- - -
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	- - -	96.8%	YES	- - -	87.3%	YES	- - -	97.1%	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	- - -	59.2%	NO	- - -	62.2%	NO	- - -	70.0%	YES

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	0	0.0%	- - -	0	0.0%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	11	5.2%	- - -	28	12.6%	- - -	6	2.8%	- - -
Improved functioning to reach a level nearer to same-aged peers	73	34.3%	- - -	62	27.9%	- - -	68	31.9%	- - -
Improved functioning to reach a level comparable to same-aged peers	106	49.8%	- - -	97	43.7%	- - -	109	51.2%	- - -
Maintained functioning at a level comparable to same-aged peers	23	10.8%	- - -	35	15.8%	- - -	30	14.1%	- - -
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	- - -	94.2%	YES	- - -	85.0%	YES	- - -	96.7%	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	- - -	60.6%	YES	- - -	59.5%	YES	- - -	65.3%	YES

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	0	0.0%	- - -		0.5%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	5	2.3%	- - -	21	9.5%	- - -	3	1.4%	- - -
Improved functioning to reach a level nearer to same-aged peers	53	24.9%	- - -	34	15.3%	- - -	40	18.8%	- - -
Improved functioning to reach a level comparable to same-aged peers	105	49.3%	- - -	86	38.7%	- - -	103	48.4%	- - -
Maintained functioning at a level comparable to same-aged peers	50	23.5%	- - -	80	36.0%	- - -	67	31.5%	- - -
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	- - -	96.9%	YES	- - -	84.5%	YES	- - -	98.0%	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	- - -	72.8%	NO	- - -	74.8%	YES	- - -	79.8%	YES

Region Summary Tables SPP/APR Indicators 1-14

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	82.4%	YES	82.6%	YES	81.3%	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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	0	1	1
# 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	37	37	37
% 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: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	0	1	1
# 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	37	37	37
% 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 Summary Tables SPP/APR Indicators 1-14

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	1,387	1,085	1,497
# of children whose evaluations completed within State established timeline	1,384	1,085	1,493
% of children whose evaluations completed within State established timeline	99.8%	100.0%	99.7%
# of LEAs Meeting Target	36	37	36
% of LEAs Meeting Target	97.3%	100.0%	97.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	103	106	81
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	13	16	9
# found eligible & IEP developed & implemented by third birthday	89	84	59
# whose parent refusal caused delay in evaluation or initial services	1	5	1
# serviced in Part C less than 90 days before third birthday	0	1	3
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	86.8%
# of LEAs Meeting Target	37	37	36
% of LEAs Meeting Target	100.0%	100.0%	97.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	264	264	289
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	264	263	289
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	99.6%	100.0%
# of LEAs Meeting Target	37	36	37
% of LEAs Meeting Target	100.0%	97.3%	100.0%

Region: 09

Total Number of LEAs (2020-21) for All Indicators: 37

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	6	6.3%	NO	8	18.2%	NO	15	22.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	36	37.5%	NO	19	43.2%	NO	39	59.1%	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	58	60.4%	NO	27	61.4%	NO	46	69.7%	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%