Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	3,177	3,422	3,690
Special Ed Graduates	2,492	2,651	1,603
% Special Ed Graduates	78.4%	77.5%	43.4%
# of LEAs Meeting Target	51	46	N/A
% of LEAs Meeting Target	54.8%	49.5%	N/A
# of LEAs With 'N/A'	21	20	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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	26,021	27,280	3,700
Special Ed Dropouts	458	497	478
% Special Ed Dropouts	1.8%	1.8%	12.9%
# of LEAs Meeting Target	72	82	N/A
% of LEAs Meeting Target	77.4%	88.2%	N/A
# of LEAs With 'N/A'	6	5	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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	5,819	- - -
	Regular assessment without accommodations	862	14.8%
	Regular assessment with accommodations	4,065	69.9%
	Alternate assessment against alternate achievement standards	502	8.6%
	Participants	5,429	93.3%
	Non-participants	390	6.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	4,885	- - -
	Regular assessment without accommodations	504	10.3%
	Regular assessment with accommodations	3,304	67.6%
	Alternate assessment against alternate achievement standards	537	11.0%
	Participants	4,345	89.0%
	Non-participants	540	11.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	5,204	- - -
	Regular assessment without accommodations	430	8.3%
	Regular assessment with accommodations	3,783	72.7%
	Alternate assessment against alternate achievement standards	438	8.4%
	Participants	4,651	89.4%
	Non-participants	553	10.6%
	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: 11
Total Number of LEAs (2020-21) for All Indicators: 92
Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	%
04	# of children with IEPs	5,834	- - -
	Regular assessment without accommodations	933	16.0%
	Regular assessment with accommodations	3,997	68.5%
	Alternate assessment against alternate achievement standards	505	8.7%
	Participants	5,435	93.2%
	Non-participants	399	6.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	4,793	- - -
	Regular assessment without accommodations	422	8.8%
	Regular assessment with accommodations	3,271	68.3%
	Alternate assessment against alternate achievement standards	538	11.2%
	Participants	4,231	88.3%
	Non-participants	562	11.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	6,623	- - -
	Regular assessment without accommodations	447	6.8%
	Regular assessment with accommodations	4,215	63.6%
	Alternate assessment against alternate achievement standards	439	6.6%
	Participants	5,101	77.0%
	Non-participants	1,522	23.0%
	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 Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 3B : Math Proficiency - Regular Math

Grade	Math Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	4,927	- - -
	Proficient or above regular assessment without accommodations	409	57.1%
	Proficient or above regular assessment with accommodations	307	42.9%
	Total Proficients	716	14.5%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	3,808	- - -
	Proficient or above regular assessment without accommodations	209	46.3%
	Proficient or above regular assessment with accommodations	242	53.7%
	Total Proficients	451	11.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	4,213	- - -
	Proficient or above regular assessment without accommodations	117	25.4%
	Proficient or above regular assessment with accommodations	343	74.6%
	Total Proficients	460	10.9%
	LEAs Meeting Target	N/A	N/A

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

Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 3B : Reading Proficiency - Regular Reading

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	4,930	- - -
	Proficient or above regular assessment without accommodations	413	60.9%
	Proficient or above regular assessment with accommodations	265	39.1%
	Total Proficients	678	13.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	3,693	- - -
	Proficient or above regular assessment without accommodations	166	42.6%
	Proficient or above regular assessment with accommodations	224	57.4%
	Total Proficients	390	10.6%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	4,659	- - -
	Proficient or above regular assessment without accommodations	178	30.9%
	Proficient or above regular assessment with accommodations	399	69.2%
	Total Proficients	577	12.4%
	LEAs Meeting Target	N/A	N/A

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

Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 3C : Math Proficiency - Alternate Math

Grade	Math Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	502	- - -
	Alternate assessment against alternate achievement standards	443	88.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	537	- - -
	Alternate assessment against alternate achievement standards	502	93.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	438	- - -
	Alternate assessment against alternate achievement standards	396	90.4%
	LEAs Meeting Target	N/A	N/A

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

Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 3C : Reading Proficiency - Alternate Reading

Grade	Reading Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	505	- - -
04	Alternate assessment against alternate achievement standards	405	80.2%
04	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	538	- - -
08	Alternate assessment against alternate achievement standards	504	93.7%
08	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	439	- - -
HS	Alternate assessment against alternate achievement standards	408	92.9%
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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	14,092	36.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	716	14.5%
	Proficiency rate gap		21.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	21,919	45.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	451	11.8%
	Proficiency rate gap		33.2%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	16,937	39.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	460	10.9%
	Proficiency rate gap		28.1%
	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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	14,351	37.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	678	13.8%
	Proficiency rate gap		23.3%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	19,523	47.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	390	10.6%
	Proficiency rate gap		37.1%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	25,996	52.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	577	12.4%
	Proficiency rate gap		40.0%
	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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	1
# of LEAs Meeting Target	93	93	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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	93	93	92
% 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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	51,949	- - -	59,942	- - -	62,306	- - -
Inside the regular class 80% or more of the day	35,839	69.0%	42,472	70.9%	44,915	72.1%
Inside the regular class less than 40% of the day	7,617	14.7%	8,533	14.2%	8,524	13.7%
In separate school, residential facility or homebound or hospital	322	0.6%	350	0.6%	307	0.5%
LEAs Meeting Target 5A	61	65.6%	68	73.1%	N/A	N/A
LEAs Meeting Target 5B	53	57.0%	53	57.0%	N/A	N/A
LEAs Meeting Target 5C	89	95.7%	90	96.8%	N/A	N/A

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

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	3,145	- - -
Attending REC & receiving majority of SPED services in a REC	902	28.7%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	713	22.7%
Receiving special education and related services in the home	16	0.5%
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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	7	0.3%	- - -	6	0.2%	- - -	18	0.8%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	248	11.6%	- - -	269	11.0%	- - -	305	12.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	611	28.7%	- - -	660	27.0%	- - -	649	27.3%	- - -
Improved functioning to reach a level comparable to same-aged peers	782	36.7%	- - -	885	36.2%	- - -	851	35.9%	- - -
Maintained functioning at a level comparable to same-aged peers	482	22.6%	- - -	628	25.7%	- - -	551	23.2%	- - -
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	- - -	84.5%	NO	- - -	84.9%	YES	- - -	82.3%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	- - -	59.3%	NO	- - -	61.8%	NO	- - -	59.1%	NO

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	4	0.2%	- - -	6	0.2%	- - -	13	0.6%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	266	12.5%	- - -	263	10.8%	- - -	313	13.2%	- - -
Improved functioning to reach a level nearer to same-aged peers	642	30.1%	- - -	684	28.0%	- - -	653	27.5%	- - -
Improved functioning to reach a level comparable to same-aged peers	859	40.3%	- - -	1,016	41.5%	- - -	977	41.2%	- - -
Maintained functioning at a level comparable to same-aged peers	359	16.9%	- - -	477	19.5%	- - -	418	17.6%	- - -
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	- - -	84.8%	NO	- - -	86.3%	YES	- - -	83.3%	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	- - -	57.2%	NO	- - -	61.0%	YES	- - -	58.8%	YES

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	8	0.4%	- - -	6	0.2%	- - -	15	0.6%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	209	9.8%	- - -	225	9.2%	- - -	224	9.4%	- - -
Improved functioning to reach a level nearer to same-aged peers	404	19.0%	- - -	409	16.7%	- - -	409	17.2%	- - -
Improved functioning to reach a level comparable to same-aged peers	764	35.9%	- - -	830	33.9%	- - -	851	35.9%	- - -
Maintained functioning at a level comparable to same-aged peers	744	34.9%	- - -	978	40.0%	- - -	875	36.9%	- - -
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	- - -	84.3%	NO	- - -	84.3%	NO	- - -	84.1%	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	- - -	70.8%	NO	- - -	73.9%	YES	- - -	72.7%	YES

Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	76.9%	NO	80.6%	YES	71.8%	N/A

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

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	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	93	93	92
% 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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	10
# 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	93	93	92
% 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: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	16,097	12,724	13,401
# of children whose evaluations completed within State established timeline	16,041	12,693	12,923
% of children whose evaluations completed within State established timeline	99.7%	99.8%	96.4%
# of LEAs Meeting Target	85	85	79
% of LEAs Meeting Target	91.4%	91.4%	85.9%

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	1,591	1,515	1,561
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	204	156	173
# found eligible & IEP developed & implemented by third birthday	1,113	1,068	1,016
# whose parent refusal caused delay in evaluation or initial services	183	206	259
# serviced in Part C less than 90 days before third birthday	89	79	70
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.8%	99.4%	95.9%
# of LEAs Meeting Target	92	91	88
% of LEAs Meeting Target	98.9%	97.8%	95.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	2,345	2,517	2,667
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	2,333	2,517	2,667
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.5%	100.0%	100.0%
# of LEAs Meeting Target	91	93	92
% of LEAs Meeting Target	97.8%	100.0%	100.0%

Region: 11

Total Number of LEAs (2020-21) for All Indicators: 92

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	63	15.6%	NO	127	22.4%	NO	220	25.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	225	55.8%	NO	325	57.2%	NO	520	60.8%	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	268	66.5%	NO	393	69.2%	NO	604	70.6%	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%