Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	322	354	359
Special Ed Graduates	267	286	136
% Special Ed Graduates	82.9%	80.8%	37.9%
# of LEAs Meeting Target	24	21	N/A
% of LEAs Meeting Target	61.5%	53.8%	N/A
# of LEAs With 'N/A'	8	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	2,706	2,801	359
Special Ed Dropouts	32	36	21
% Special Ed Dropouts	1.2%	1.3%	5.9%
# of LEAs Meeting Target	34	30	N/A
% of LEAs Meeting Target	87.2%	76.9%	N/A
# of LEAs With 'N/A'	3	2	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	458	- - -
	Regular assessment without accommodations	43	9.4%
	Regular assessment with accommodations	347	75.8%
	Alternate assessment against alternate achievement standards	47	10.3%
	Participants	437	95.4%
	Non-participants	21	4.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	470	- - -
	Regular assessment without accommodations	14	3.0%
	Regular assessment with accommodations	367	78.1%
	Alternate assessment against alternate achievement standards	48	10.2%
	Participants	429	91.3%
	Non-participants	41	8.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	581	- - -
	Regular assessment without accommodations	16	2.8%
	Regular assessment with accommodations	470	80.9%
	Alternate assessment against alternate achievement standards	41	7.1%
	Participants	527	90.7%
	Non-participants	54	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	458	- - -
	Regular assessment without accommodations	42	9.2%
	Regular assessment with accommodations	346	75.6%
	Alternate assessment against alternate achievement standards	47	10.3%
	Participants	435	95.0%
	Non-participants	23	5.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	469	- - -
	Regular assessment without accommodations	14	3.0%
	Regular assessment with accommodations	362	77.2%
	Alternate assessment against alternate achievement standards	48	10.2%
	Participants	424	90.4%
	Non-participants	45	9.6%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	650	- - -
	Regular assessment without accommodations	26	4.0%
	Regular assessment with accommodations	491	75.5%
	Alternate assessment against alternate achievement standards	41	6.3%
	Participants	558	85.9%
	Non-participants	92	14.2%
	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 3B : Math Proficiency - Regular Math

Grade	Math Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	390	- - -
	Proficient or above regular assessment without accommodations	17	40.5%
	Proficient or above regular assessment with accommodations	25	59.5%
	Total Proficients	42	10.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	381	- - -
	Proficient or above regular assessment without accommodations	5	19.2%
	Proficient or above regular assessment with accommodations	21	80.8%
	Total Proficients	26	6.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	486	- - -
	Proficient or above regular assessment without accommodations	5	11.9%
	Proficient or above regular assessment with accommodations	37	88.1%
	Total Proficients	42	8.6%
	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: 03
Total Number of LEAs (2020-21) for All Indicators: 39
Indicator 3B : Reading Proficiency - Regular Reading

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	%
04	# of children with IEPs	388	- - -
	Proficient or above regular assessment without accommodations	18	54.6%
	Proficient or above regular assessment with accommodations	15	45.5%
	Total Proficients	33	8.5%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	376	- - -
	Proficient or above regular assessment without accommodations	7	25.9%
	Proficient or above regular assessment with accommodations	20	74.1%
	Total Proficients	27	7.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	516	- - -
	Proficient or above regular assessment without accommodations	10	30.3%
	Proficient or above regular assessment with accommodations	23	69.7%
	Total Proficients	33	6.4%
	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 3C : Math Proficiency - Alternate Math

Grade	Math Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	47	- - -
	Alternate assessment against alternate achievement standards	47	100.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	48	- - -
	Alternate assessment against alternate achievement standards	45	93.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	41	- - -
	Alternate assessment against alternate achievement standards	35	85.4%
	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 3C : Reading Proficiency - Alternate Reading

Grade	Reading Proficiency - Alternate	FFY20 2020-21	
		#	%
04	# of children with IEPs	47	- - -
	Alternate assessment against alternate achievement standards	41	87.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	48	- - -
	Alternate assessment against alternate achievement standards	43	89.6%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	41	- - -
	Alternate assessment against alternate achievement standards	36	87.8%
	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	1,262	36.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	42	10.8%
	Proficiency rate gap		26.1%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,975	46.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	26	6.8%
	Proficiency rate gap		39.6%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,328	34.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	42	8.6%
	Proficiency rate gap		26.0%
	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	1,171	34.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	8.5%
	Proficiency rate gap		25.8%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,635	43.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	27	7.2%
	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	1,919	41.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	33	6.4%
	Proficiency rate gap		35.1%
	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	39	39	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	1	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	39	39	39
% 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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	5,093	- - -	5,744	- - -	5,803	- - -
Inside the regular class 80% or more of the day	3,334	65.5%	3,848	67.0%	3,946	68.0%
Inside the regular class less than 40% of the day	694	13.6%	755	13.1%	754	13.0%
In separate school, residential facility or homebound or hospital	32	0.6%	37	0.6%	41	0.7%
LEAs Meeting Target 5A	24	61.5%	26	66.7%	N/A	N/A
LEAs Meeting Target 5B	19	48.7%	23	59.0%	N/A	N/A
LEAs Meeting Target 5C	35	89.7%	34	87.2%	N/A	N/A

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

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	424	- - -
Attending REC & receiving majority of SPED services in a REC	92	21.7%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	133	31.4%
Receiving special education and related services in the home	7	1.7%
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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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		0.5%	- - -		0.4%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	24	11.9%	- - -	12	4.7%	- - -	25	9.6%	- - -
Improved functioning to reach a level nearer to same-aged peers	55	27.2%	- - -	67	26.2%	- - -	61	23.4%	- - -
Improved functioning to reach a level comparable to same-aged peers	92	45.5%	- - -	132	51.6%	- - -	130	49.8%	- - -
Maintained functioning at a level comparable to same-aged peers	30	14.9%	- - -	44	17.2%	- - -	45	17.2%	- - -
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	- - -	85.5%	YES	- - -	93.9%	YES	- - -	88.4%	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	- - -	60.4%	NO	- - -	68.8%	YES	- - -	67.1%	YES

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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		0.5%	- - -	2	0.8%	- - -	2	0.8%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	22	10.9%	- - -	16	6.3%	- - -	25	9.6%	- - -
Improved functioning to reach a level nearer to same-aged peers	63	31.2%	- - -	70	27.3%	- - -	67	25.7%	- - -
Improved functioning to reach a level comparable to same-aged peers	85	42.1%	- - -	121	47.3%	- - -	122	46.7%	- - -
Maintained functioning at a level comparable to same-aged peers	31	15.3%	- - -	47	18.4%	- - -	45	17.2%	- - -
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	- - -	86.5%	YES	- - -	91.4%	YES	- - -	87.5%	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	- - -	57.4%	NO	- - -	65.6%	YES	- - -	64.0%	YES

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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		0.5%	- - -	3	1.2%	- - -		0.4%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	19	9.4%	- - -	10	3.9%	- - -	26	10.0%	- - -
Improved functioning to reach a level nearer to same-aged peers	32	15.8%	- - -	45	17.6%	- - -	44	16.9%	- - -
Improved functioning to reach a level comparable to same-aged peers	106	52.5%	- - -	114	44.5%	- - -	109	41.8%	- - -
Maintained functioning at a level comparable to same-aged peers	44	21.8%	- - -	84	32.8%	- - -	81	31.0%	- - -
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	- - -	87.3%	YES	- - -	92.4%	YES	- - -	85.0%	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	- - -	74.3%	YES	- - -	77.3%	YES	- - -	72.8%	YES

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	67.0%	NO	82.9%	YES	73.8%	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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	2	1	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	39	39	39
% 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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	0	5
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	39	39	39
% 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: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	1,272	1,014	1,094
# of children whose evaluations completed within State established timeline	1,272	1,014	1,073
% of children whose evaluations completed within State established timeline	100.0%	100.0%	98.1%
# of LEAs Meeting Target	39	39	34
% of LEAs Meeting Target	100.0%	100.0%	87.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	228	179	233
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	57	46	74
# found eligible & IEP developed & implemented by third birthday	167	127	143
# whose parent refusal caused delay in evaluation or initial services	3	3	13
# serviced in Part C less than 90 days before third birthday	1	1	3
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	98.4%	100.0%
# of LEAs Meeting Target	39	38	39
% of LEAs Meeting Target	100.0%	97.4%	100.0%

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	319	355	391
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	319	355	391
% 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	39	39	39
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 03

Total Number of LEAs (2020-21) for All Indicators: 39

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	5	9.8%	NO	4	5.7%	NO	10	11.5%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	29	56.9%	NO	39	55.7%	NO	38	43.7%	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	37	72.5%	NO	51	72.9%	NO	51	58.6%	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%