

Region Summary Tables SPP/APR Indicators 1-14

1

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	401	354	446
Special Ed Graduates	349	301	193
% Special Ed Graduates	87.0%	85.0%	43.3%
# of LEAs Meeting Target	33	31	N/A
% of LEAs Meeting Target	71.7%	67.4%	N/A
# of LEAs With 'N/A'	6	6	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

2

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	2,889	3,020	448
Special Ed Dropouts	24	29	55
% Special Ed Dropouts	0.8%	1.0%	12.3%
# of LEAs Meeting Target	42	41	N/A
% of LEAs Meeting Target	91.3%	89.1%	N/A
# of LEAs With 'N/A'	1	1	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: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	560	---
	Regular assessment without accommodations	65	11.6%
	Regular assessment with accommodations	423	75.5%
	Alternate assessment against alternate achievement standards	61	10.9%
	Participants	549	98.0%
	Non-participants	11	2.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	517	---
	Regular assessment without accommodations	16	3.1%
	Regular assessment with accommodations	409	79.1%
	Alternate assessment against alternate achievement standards	65	12.6%
	Participants	490	94.8%
	Non-participants	27	5.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	542	---
	Regular assessment without accommodations	21	3.9%
	Regular assessment with accommodations	423	78.0%
	Alternate assessment against alternate achievement standards	55	10.2%
	Participants	499	92.1%
	Non-participants	43	7.9%
	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

4

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	563	---
	Regular assessment without accommodations	73	13.0%
	Regular assessment with accommodations	412	73.2%
	Alternate assessment against alternate achievement standards	61	10.8%
	Participants	546	97.0%
	Non-participants	17	3.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	515	---
	Regular assessment without accommodations	16	3.1%
	Regular assessment with accommodations	402	78.1%
	Alternate assessment against alternate achievement standards	65	12.6%
	Participants	483	93.8%
	Non-participants	32	6.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	612	---
	Regular assessment without accommodations	28	4.6%
	Regular assessment with accommodations	437	71.4%
	Alternate assessment against alternate achievement standards	56	9.2%
	Participants	521	85.1%
	Non-participants	91	14.9%
	LEAs Meeting Target	N/A	N/A

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Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	488	---
	Proficient or above regular assessment without accommodations	36	52.9%
	Proficient or above regular assessment with accommodations	32	47.1%
	Total Proficients	68	13.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	425	---
	Proficient or above regular assessment without accommodations	6	15.4%
	Proficient or above regular assessment with accommodations	33	84.6%
	Total Proficients	39	9.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	444	---
	Proficient or above regular assessment without accommodations	10	20.0%
	Proficient or above regular assessment with accommodations	40	80.0%
	Total Proficients	50	11.3%
	LEAs Meeting Target	N/A	N/A

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Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	485	---
	Proficient or above regular assessment without accommodations	37	60.7%
	Proficient or above regular assessment with accommodations	24	39.3%
	Total Proficients	61	12.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	418	---
	Proficient or above regular assessment without accommodations	3	8.3%
	Proficient or above regular assessment with accommodations	33	91.7%
	Total Proficients	36	8.6%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	465	---
	Proficient or above regular assessment without accommodations	9	19.6%
	Proficient or above regular assessment with accommodations	37	80.4%
	Total Proficients	46	9.9%
	LEAs Meeting Target	N/A	N/A

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Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	61	---
	Alternate assessment against alternate achievement standards	60	98.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	65	---
	Alternate assessment against alternate achievement standards	65	100.0%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	55	---
	Alternate assessment against alternate achievement standards	50	90.9%
	LEAs Meeting Target	N/A	N/A

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Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	61	---
	Alternate assessment against alternate achievement standards	56	91.8%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	65	---
	Alternate assessment against alternate achievement standards	64	98.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	56	---
	Alternate assessment against alternate achievement standards	52	92.9%
	LEAs Meeting Target	N/A	N/A

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Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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

		FFY20 2020-21	
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	1,446	38.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	68	13.9%
	Proficiency rate gap		24.6%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,139	50.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	9.2%
	Proficiency rate gap		41.3%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,826	46.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	50	11.3%
	Proficiency rate gap		34.9%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 46

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

		FFY20 2020-21	
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	1,333	35.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	61	12.6%
	Proficiency rate gap		23.1%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,880	46.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	8.6%
	Proficiency rate gap		37.8%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,319	52.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	46	9.9%
	Proficiency rate gap		42.5%
	LEAs Meeting Target	N/A	N/A

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Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	46	46	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: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	46	46	46
% 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: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	5,685	---	6,590	---	6,688	---
Inside the regular class 80% or more of the day	3,771	66.3%	4,467	67.8%	4,520	67.6%
Inside the regular class less than 40% of the day	842	14.8%	980	14.9%	964	14.4%
In separate school, residential facility or homebound or hospital	30	0.5%	28	0.4%	32	0.5%
LEAs Meeting Target 5A	24	52.2%	31	67.4%	N/A	N/A
LEAs Meeting Target 5B	23	50.0%	27	58.7%	N/A	N/A
LEAs Meeting Target 5C	41	89.1%	40	87.0%	N/A	N/A

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

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	359	- - -
Attending REC & receiving majority of SPED services in a REC	80	22.3%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	103	28.7%
Receiving special education and related services in the home	2	0.6%
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: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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		0.3%	---		0.3%	---		0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	37	11.5%	---	30	8.4%	---	41	13.0%	---
Improved functioning to reach a level nearer to same-aged peers	104	32.2%	---	100	28.1%	---	84	26.6%	---
Improved functioning to reach a level comparable to same-aged peers	106	32.8%	---	124	34.8%	---	96	30.4%	---
Maintained functioning at a level comparable to same-aged peers	75	23.2%	---	101	28.4%	---	94	29.8%	---
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	---	84.7%	NO	---	87.8%	YES	---	81.1%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	56.0%	NO	---	63.2%	YES	---	60.1%	NO

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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%	---		0.3%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	48	14.9%	---	37	10.4%	---	52	16.5%	---
Improved functioning to reach a level nearer to same-aged peers	117	36.2%	---	128	36.0%	---	101	32.0%	---
Improved functioning to reach a level comparable to same-aged peers	131	40.6%	---	151	42.4%	---	120	38.0%	---
Maintained functioning at a level comparable to same-aged peers	27	8.4%	---	39	11.0%	---	43	13.6%	---
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	---	83.8%	NO	---	88.0%	YES	---	81.0%	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	---	48.9%	NO	---	53.4%	NO	---	51.6%	NO

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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%	---		0.3%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	32	9.9%	---	28	7.9%	---	35	11.1%	---
Improved functioning to reach a level nearer to same-aged peers	72	22.3%	---	77	21.6%	---	57	18.0%	---
Improved functioning to reach a level comparable to same-aged peers	111	34.4%	---	121	34.0%	---	94	29.8%	---
Maintained functioning at a level comparable to same-aged peers	108	33.4%	---	129	36.2%	---	130	41.1%	---
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	---	85.1%	YES	---	87.2%	YES	---	81.2%	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	---	67.8%	NO	---	70.2%	NO	---	70.9%	YES

Region: 08

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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	75.5%	NO	86.4%	YES	82.2%	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: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	1	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	46	46	46
% 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: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	1	1	2
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	46	46	46
% 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: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	1,576	1,157	1,566
# of children whose evaluations completed within State established timeline	1,571	1,157	1,558
% of children whose evaluations completed within State established timeline	99.7%	100.0%	99.5%
# of LEAs Meeting Target	44	46	45
% of LEAs Meeting Target	95.7%	100.0%	97.8%

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	111	91	97
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	11	15	10
# found eligible & IEP developed & implemented by third birthday	96	68	76
# whose parent refusal caused delay in evaluation or initial services	4	5	8
# serviced in Part C less than 90 days before third birthday	0	3	2
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	98.7%
# of LEAs Meeting Target	46	46	45
% of LEAs Meeting Target	100.0%	100.0%	97.8%

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	352	440	450
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	352	438	443
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	99.5%	98.4%
# of LEAs Meeting Target	46	45	45
% of LEAs Meeting Target	100.0%	97.8%	97.8%

Region: 08

Total Number of LEAs (2020-21) for All Indicators: 46

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	15	25.9%	NO	8	15.4%	NO	16	19.8%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	33	56.9%	NO	22	42.3%	NO	38	46.9%	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	40	69.0%	NO	26	50.0%	NO	50	61.7%	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%