Region Summary Tables SPP/APR Indicators 1-14

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	609	669	727
Special Ed Graduates	481	541	305
% Special Ed Graduates	79.0%	80.9%	42.0%
# of LEAs Meeting Target	30	31	N/A
% of LEAs Meeting Target	65.2%	68.9%	N/A
# of LEAs With 'N/A'	11	11	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	4,520	4,854	729
Special Ed Dropouts	113	106	101
% Special Ed Dropouts	2.5%	2.2%	13.9%
# of LEAs Meeting Target	30	35	N/A
% of LEAs Meeting Target	65.2%	77.8%	N/A
# of LEAs With 'N/A'	4	4	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	990	- - -
	Regular assessment without accommodations	119	12.0%
	Regular assessment with accommodations	693	70.0%
	Alternate assessment against alternate achievement standards	116	11.7%
	Participants	928	93.7%
	Non-participants	62	6.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	835	- - -
	Regular assessment without accommodations	70	8.4%
	Regular assessment with accommodations	551	66.0%
	Alternate assessment against alternate achievement standards	95	11.4%
	Participants	716	85.8%
	Non-participants	119	14.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	848	- - -
	Regular assessment without accommodations	72	8.5%
	Regular assessment with accommodations	588	69.3%
	Alternate assessment against alternate achievement standards	97	11.4%
	Participants	757	89.3%
	Non-participants	91	10.7%
	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21	
		#	%
04	# of children with IEPs	990	- - -
	Regular assessment without accommodations	120	12.1%
	Regular assessment with accommodations	687	69.4%
	Alternate assessment against alternate achievement standards	115	11.6%
	Participants	922	93.1%
	Non-participants	68	6.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	828	- - -
	Regular assessment without accommodations	67	8.1%
	Regular assessment with accommodations	544	65.7%
	Alternate assessment against alternate achievement standards	96	11.6%
	Participants	707	85.4%
	Non-participants	121	14.6%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	995	- - -
	Regular assessment without accommodations	98	9.9%
	Regular assessment with accommodations	660	66.3%
	Alternate assessment against alternate achievement standards	97	9.8%
	Participants	855	85.9%
	Non-participants	140	14.1%
	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 Summary Tables SPP/APR Indicators 1-14

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 3B : Math Proficiency - Regular Math

Grade	Math Proficiency - Regular	FFY20 2020-21 #	%
04	# of children with IEPs	812	- - -
	Proficient or above regular assessment without accommodations	53	57.6%
	Proficient or above regular assessment with accommodations	39	42.4%
	Total Proficients	92	11.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	621	- - -
	Proficient or above regular assessment without accommodations	23	42.6%
	Proficient or above regular assessment with accommodations	31	57.4%
	Total Proficients	54	8.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	660	- - -
	Proficient or above regular assessment without accommodations	21	35.0%
	Proficient or above regular assessment with accommodations	39	65.0%
	Total Proficients	60	9.1%
	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 Summary Tables SPP/APR Indicators 1-14

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 3B : Reading Proficiency - Regular Reading

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	%
04	# of children with IEPs	807	- - -
	Proficient or above regular assessment without accommodations	42	50.6%
	Proficient or above regular assessment with accommodations	41	49.4%
	Total Proficients	83	10.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	611	- - -
	Proficient or above regular assessment without accommodations	24	44.4%
	Proficient or above regular assessment with accommodations	30	55.6%
	Total Proficients	54	8.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	758	- - -
	Proficient or above regular assessment without accommodations	23	38.3%
	Proficient or above regular assessment with accommodations	37	61.7%
	Total Proficients	60	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
Region: 02
Total Number of LEAs (2020-21) for All Indicators: 45
Indicator 3C : Math Proficiency - Alternate Math

Grade	Math Proficiency - Alternate	FFY20 2020-21 #	%
04	# of children with IEPs	116	- - -
04	Alternate assessment against alternate achievement standards	109	94.0%
04	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	95	- - -
08	Alternate assessment against alternate achievement standards	88	92.6%
08	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	97	- - -
HS	Alternate assessment against alternate achievement standards	86	88.7%
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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 3C : Reading Proficiency - Alternate Reading

Grade	Reading Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %
04	# of children with IEPs	115	- - -
	Alternate assessment against alternate achievement standards	96	83.5%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	96	- - -
	Alternate assessment against alternate achievement standards	93	96.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	97	- - -
	Alternate assessment against alternate achievement standards	93	95.9%
	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	1,944	30.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	92	11.3%
	Proficiency rate gap		18.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,509	36.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.7%
	Proficiency rate gap		28.0%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,229	33.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	9.1%
	Proficiency rate gap		24.5%
	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	2,101	32.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	83	10.3%
	Proficiency rate gap		22.5%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,681	40.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	8.8%
	Proficiency rate gap		31.9%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,656	44.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	7.9%
	Proficiency rate gap		36.2%
	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	45	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	45	45
% 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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	9,317	- - -	10,576	- - -	10,641	- - -
Inside the regular class 80% or more of the day	6,885	73.9%	8,007	75.7%	8,109	76.2%
Inside the regular class less than 40% of the day	1,311	14.1%	1,436	13.6%	1,459	13.7%
In separate school, residential facility or homebound or hospital	64	0.7%	68	0.6%	69	0.6%
LEAs Meeting Target 5A	38	82.6%	39	86.7%	N/A	N/A
LEAs Meeting Target 5B	27	58.7%	27	60.0%	N/A	N/A
LEAs Meeting Target 5C	41	89.1%	41	91.1%	N/A	N/A

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

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	585	- - -
Attending REC & receiving majority of SPED services in a REC	88	15.0%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	97	16.6%
Receiving special education and related services in the home	3	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	2	0.5%	- - -	6	1.2%	- - -	3	0.7%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	39	10.1%	- - -	75	14.7%	- - -	91	19.8%	- - -
Improved functioning to reach a level nearer to same-aged peers	125	32.3%	- - -	135	26.4%	- - -	114	24.8%	- - -
Improved functioning to reach a level comparable to same-aged peers	147	38.0%	- - -	197	38.6%	- - -	155	33.7%	- - -
Maintained functioning at a level comparable to same-aged peers	74	19.1%	- - -	98	19.2%	- - -	97	21.1%	- - -
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	- - -	86.9%	YES	- - -	80.4%	NO	- - -	74.1%	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	- - -	57.1%	NO	- - -	57.7%	NO	- - -	54.8%	NO

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	2	0.5%	- - -	3	0.6%	- - -	6	1.3%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	51	13.2%	- - -	82	16.0%	- - -	93	20.2%	- - -
Improved functioning to reach a level nearer to same-aged peers	144	37.2%	- - -	167	32.7%	- - -	149	32.4%	- - -
Improved functioning to reach a level comparable to same-aged peers	146	37.7%	- - -	188	36.8%	- - -	153	33.3%	- - -
Maintained functioning at a level comparable to same-aged peers	44	11.4%	- - -	71	13.9%	- - -	59	12.8%	- - -
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	- - -	84.5%	NO	- - -	80.7%	NO	- - -	75.3%	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	- - -	49.1%	NO	- - -	50.7%	NO	- - -	46.1%	NO

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	2	0.5%	- - -	3	0.6%	- - -	6	1.3%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	47	12.1%	- - -	53	10.4%	- - -	72	15.7%	- - -
Improved functioning to reach a level nearer to same-aged peers	93	24.0%	- - -	120	23.5%	- - -	98	21.3%	- - -
Improved functioning to reach a level comparable to same-aged peers	151	39.0%	- - -	192	37.6%	- - -	159	34.6%	- - -
Maintained functioning at a level comparable to same-aged peers	94	24.3%	- - -	143	28.0%	- - -	125	27.2%	- - -
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	- - -	83.3%	NO	- - -	84.8%	YES	- - -	76.7%	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	- - -	63.3%	NO	- - -	65.6%	NO	- - -	61.7%	NO

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	80.5%	NO	88.8%	YES	80.4%	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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	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	46	45	45
% 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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	3
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	46	45	45
% 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: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	2,652	1,793	1,674
# of children whose evaluations completed within State established timeline	2,644	1,793	1,502
% of children whose evaluations completed within State established timeline	99.7%	100.0%	89.7%
# of LEAs Meeting Target	44	45	34
% of LEAs Meeting Target	95.7%	100.0%	75.6%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	339	322	291
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	40	29	40
# found eligible & IEP developed & implemented by third birthday	277	264	223
# whose parent refusal caused delay in evaluation or initial services	14	19	16
# serviced in Part C less than 90 days before third birthday	8	6	4
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	98.5%	96.5%
# of LEAs Meeting Target	46	44	42
% of LEAs Meeting Target	100.0%	97.8%	93.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	560	534	571
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	560	534	567
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	99.3%
# of LEAs Meeting Target	46	45	44
% of LEAs Meeting Target	100.0%	100.0%	97.8%

Region: 02

Total Number of LEAs (2020-21) for All Indicators: 45

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	9	10.3%	NO	21	17.9%	NO	23	15.1%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	33	37.9%	NO	59	50.4%	NO	64	42.1%	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	49	56.3%	NO	68	58.1%	NO	81	53.3%	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%