

Region Summary Tables SPP/APR Indicators 1-14

Region: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	5,969	6,521	6,713
Special Ed Graduates	4,369	4,900	3,192
% Special Ed Graduates	73.2%	75.1%	47.6%
# of LEAs Meeting Target	44	49	N/A
% of LEAs Meeting Target	51.8%	55.7%	N/A
# of LEAs With 'N/A'	27	28	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>

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Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	47,131	49,407	6,741
Special Ed Dropouts	1,095	1,031	847
% Special Ed Dropouts	2.3%	2.1%	12.6%
# of LEAs Meeting Target	67	73	N/A
% of LEAs Meeting Target	78.8%	83.0%	N/A
# of LEAs With 'N/A'	11	9	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: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	11,320	---
	Regular assessment without accommodations	1,434	12.7%
	Regular assessment with accommodations	7,521	66.4%
	Alternate assessment against alternate achievement standards	1,101	9.7%
	Participants	10,056	88.8%
	Non-participants	1,264	11.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	9,284	---
	Regular assessment without accommodations	1,023	11.0%
	Regular assessment with accommodations	5,741	61.8%
	Alternate assessment against alternate achievement standards	967	10.4%
	Participants	7,731	83.3%
	Non-participants	1,553	16.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	10,157	---
	Regular assessment without accommodations	1,142	11.2%
	Regular assessment with accommodations	6,514	64.1%
	Alternate assessment against alternate achievement standards	1,021	10.1%
	Participants	8,677	85.4%
	Non-participants	1,480	14.6%
	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.

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Region: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	11,353	---
	Regular assessment without accommodations	1,516	13.4%
	Regular assessment with accommodations	7,412	65.3%
	Alternate assessment against alternate achievement standards	1,103	9.7%
	Participants	10,031	88.4%
	Non-participants	1,322	11.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	9,193	---
	Regular assessment without accommodations	877	9.5%
	Regular assessment with accommodations	5,706	62.1%
	Alternate assessment against alternate achievement standards	969	10.5%
	Participants	7,552	82.2%
	Non-participants	1,641	17.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	13,086	---
	Regular assessment without accommodations	1,261	9.6%
	Regular assessment with accommodations	7,490	57.2%
	Alternate assessment against alternate achievement standards	1,011	7.7%
	Participants	9,762	74.6%
	Non-participants	3,324	25.4%
	LEAs Meeting Target	N/A	N/A

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Region: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	8,955	---
	Proficient or above regular assessment without accommodations	656	52.9%
	Proficient or above regular assessment with accommodations	584	47.1%
	Total Proficients	1,240	13.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	6,764	---
	Proficient or above regular assessment without accommodations	349	40.1%
	Proficient or above regular assessment with accommodations	521	59.9%
	Total Proficients	870	12.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	7,656	---
	Proficient or above regular assessment without accommodations	230	24.8%
	Proficient or above regular assessment with accommodations	699	75.2%
	Total Proficients	929	12.1%
	LEAs Meeting Target	N/A	N/A

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Region: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	8,925	---
	Proficient or above regular assessment without accommodations	621	59.4%
	Proficient or above regular assessment with accommodations	424	40.6%
	Total Proficients	1,045	11.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	6,582	---
	Proficient or above regular assessment without accommodations	277	38.1%
	Proficient or above regular assessment with accommodations	451	62.0%
	Total Proficients	728	11.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	8,742	---
	Proficient or above regular assessment without accommodations	304	30.8%
	Proficient or above regular assessment with accommodations	683	69.2%
	Total Proficients	987	11.3%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	1,101	---
	Alternate assessment against alternate achievement standards	1,023	92.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	967	---
	Alternate assessment against alternate achievement standards	910	94.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,021	---
	Alternate assessment against alternate achievement standards	905	88.6%
	LEAs Meeting Target	N/A	N/A

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Region: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	1,103	---
	Alternate assessment against alternate achievement standards	937	85.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	969	---
	Alternate assessment against alternate achievement standards	903	93.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,011	---
	Alternate assessment against alternate achievement standards	936	92.6%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 89

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	27,488	34.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,240	13.9%
	Proficiency rate gap		21.1%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	41,059	45.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	870	12.9%
	Proficiency rate gap		33.0%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	33,741	39.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	929	12.1%
	Proficiency rate gap		27.0%
	LEAs Meeting Target	N/A	N/A

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Region: 04

Total Number of LEAs (2020-21) for All Indicators: 89

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	28,090	35.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,045	11.7%
	Proficiency rate gap		24.0%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	36,484	46.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	728	11.1%
	Proficiency rate gap		35.3%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	49,880	49.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	987	11.3%
	Proficiency rate gap		38.3%
	LEAs Meeting Target	N/A	N/A

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Region: 04

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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	2
# of LEAs Meeting Target	85	88	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>

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Total Number of LEAs (2020-21) for All Indicators: 89

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	4
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	85	88	89
% 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>

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Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	95,928	---	115,031	---	120,390	---
Inside the regular class 80% or more of the day	65,911	68.7%	81,671	71.0%	86,692	72.0%
Inside the regular class less than 40% of the day	16,589	17.3%	18,585	16.2%	18,412	15.3%
In separate school, residential facility or homebound or hospital	953	1.0%	951	0.8%	1,006	0.8%
LEAs Meeting Target 5A	66	77.6%	72	81.8%	N/A	N/A
LEAs Meeting Target 5B	45	52.9%	51	58.0%	N/A	N/A
LEAs Meeting Target 5C	78	91.8%	83	94.3%	N/A	N/A

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

Region: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	6,357	---
Attending REC & receiving majority of SPED services in a REC	1,576	24.8%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	2,146	33.8%
Receiving special education and related services in the home	55	0.9%
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: 04

Total Number of LEAs (2020-21) for All Indicators: 89

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	29	0.7%	---	28	0.6%	---	41	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	631	14.2%	---	540	11.9%	---	515	11.3%	---
Improved functioning to reach a level nearer to same-aged peers	1,277	28.8%	---	1,452	32.0%	---	1,358	29.7%	---
Improved functioning to reach a level comparable to same-aged peers	1,563	35.3%	---	1,547	34.1%	---	1,694	37.0%	---
Maintained functioning at a level comparable to same-aged peers	930	21.0%	---	967	21.3%	---	971	21.2%	---
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	---	81.1%	NO	---	84.1%	NO	---	84.6%	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	---	56.3%	NO	---	55.4%	NO	---	58.2%	NO

Region: 04

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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	27	0.6%	---	23	0.5%	---	38	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	673	15.2%	---	585	12.9%	---	576	12.6%	---
Improved functioning to reach a level nearer to same-aged peers	1,324	29.9%	---	1,471	32.5%	---	1,433	31.3%	---
Improved functioning to reach a level comparable to same-aged peers	1,671	37.7%	---	1,668	36.8%	---	1,740	38.0%	---
Maintained functioning at a level comparable to same-aged peers	734	16.6%	---	785	17.3%	---	793	17.3%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	81.1%	NO	---	83.8%	NO	---	83.8%	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	---	54.3%	NO	---	54.1%	NO	---	55.3%	NO

Region: 04

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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	24	0.5%	---	32	0.7%	---	34	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	514	11.6%	---	462	10.2%	---	430	9.4%	---
Improved functioning to reach a level nearer to same-aged peers	885	20.0%	---	932	20.6%	---	882	19.3%	---
Improved functioning to reach a level comparable to same-aged peers	1,625	36.7%	---	1,670	36.8%	---	1,747	38.1%	---
Maintained functioning at a level comparable to same-aged peers	1,380	31.2%	---	1,439	31.7%	---	1,487	32.5%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	82.3%	NO	---	84.0%	NO	---	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	---	67.9%	NO	---	68.6%	NO	---	70.6%	YES

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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	76.4%	NO	76.2%	NO	70.6%	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: 04

Total Number of LEAs (2020-21) for All Indicators: 89

Indicator 9 : Disproportionality - Racial & Ethnic Groups in Special Education & Related Services

Disproportionality - Racial & Ethnic Groups in Special Education & Related Services	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of LEAs with disproportionate representation	0	1	1
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	85	88	89
% 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>

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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	16
# 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	85	88	89
% 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: 04

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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	28,100	21,071	24,096
# of children whose evaluations completed within State established timeline	27,388	20,881	20,046
% of children whose evaluations completed within State established timeline	97.5%	99.1%	83.2%
# of LEAs Meeting Target	68	72	59
% of LEAs Meeting Target	80.0%	81.8%	66.3%

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Total Number of LEAs (2020-21) for All Indicators: 89

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	2,035	1,867	1,864
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	152	80	58
# found eligible & IEP developed & implemented by third birthday	1,659	1,512	1,069
# whose parent refusal caused delay in evaluation or initial services	124	157	283
# serviced in Part C less than 90 days before third birthday	81	75	91
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	98.9%	97.2%	74.7%
# of LEAs Meeting Target	81	78	71
% of LEAs Meeting Target	95.3%	88.6%	79.8%

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Total Number of LEAs (2020-21) for All Indicators: 89

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	3,720	4,033	4,087
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	3,600	4,005	4,083
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	96.8%	99.3%	99.9%
# of LEAs Meeting Target	83	87	84
% of LEAs Meeting Target	97.6%	98.9%	94.4%

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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	124	17.9%	NO	331	23.2%	NO	420	25.6%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	339	48.9%	NO	701	49.2%	NO	860	52.5%	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	426	61.5%	NO	877	61.6%	NO	1,020	62.2%	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%