

Region Summary Tables SPP/APR Indicators 1-14

Region: 19

Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	991	1,028	1,103
Special Ed Graduates	682	729	480
% Special Ed Graduates	68.8%	70.9%	43.5%
# of LEAs Meeting Target	9	9	N/A
% of LEAs Meeting Target	47.4%	47.4%	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 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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Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	7,789	8,235	1,106
Special Ed Dropouts	170	195	202
% Special Ed Dropouts	2.2%	2.4%	18.3%
# of LEAs Meeting Target	15	14	N/A
% of LEAs Meeting Target	78.9%	73.7%	N/A
# of LEAs With 'N/A'	2	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: 19

Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	1,645	---
	Regular assessment without accommodations	173	10.5%
	Regular assessment with accommodations	796	48.4%
	Alternate assessment against alternate achievement standards	122	7.4%
	Participants	1,091	66.3%
	Non-participants	554	33.7%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,515	---
	Regular assessment without accommodations	84	5.5%
	Regular assessment with accommodations	723	47.7%
	Alternate assessment against alternate achievement standards	79	5.2%
	Participants	886	58.5%
	Non-participants	629	41.5%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,647	---
	Regular assessment without accommodations	122	7.4%
	Regular assessment with accommodations	1,024	62.2%
	Alternate assessment against alternate achievement standards	98	6.0%
	Participants	1,244	75.5%
	Non-participants	403	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.

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Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	1,655	---
	Regular assessment without accommodations	168	10.2%
	Regular assessment with accommodations	797	48.2%
	Alternate assessment against alternate achievement standards	122	7.4%
	Participants	1,087	65.7%
	Non-participants	568	34.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	1,525	---
	Regular assessment without accommodations	78	5.1%
	Regular assessment with accommodations	664	43.5%
	Alternate assessment against alternate achievement standards	79	5.2%
	Participants	821	53.8%
	Non-participants	704	46.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	2,536	---
	Regular assessment without accommodations	171	6.7%
	Regular assessment with accommodations	1,313	51.8%
	Alternate assessment against alternate achievement standards	101	4.0%
	Participants	1,585	62.5%
	Non-participants	951	37.5%
	LEAs Meeting Target	N/A	N/A

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Region: 19

Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	969	---
	Proficient or above regular assessment without accommodations	41	61.2%
	Proficient or above regular assessment with accommodations	26	38.8%
	Total Proficients	67	6.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	807	---
	Proficient or above regular assessment without accommodations	15	30.0%
	Proficient or above regular assessment with accommodations	35	70.0%
	Total Proficients	50	6.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,146	---
	Proficient or above regular assessment without accommodations	22	18.0%
	Proficient or above regular assessment with accommodations	100	82.0%
	Total Proficients	122	10.7%
	LEAs Meeting Target	N/A	N/A

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Region: 19

Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	965	---
	Proficient or above regular assessment without accommodations	54	58.1%
	Proficient or above regular assessment with accommodations	39	41.9%
	Total Proficients	93	9.6%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	740	---
	Proficient or above regular assessment without accommodations	26	34.7%
	Proficient or above regular assessment with accommodations	49	65.3%
	Total Proficients	75	10.1%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	1,481	---
	Proficient or above regular assessment without accommodations	28	26.4%
	Proficient or above regular assessment with accommodations	78	73.6%
	Total Proficients	106	7.2%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	122	---
	Alternate assessment against alternate achievement standards	114	93.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	79	---
	Alternate assessment against alternate achievement standards	75	94.9%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	98	---
	Alternate assessment against alternate achievement standards	88	89.8%
	LEAs Meeting Target	N/A	N/A

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Region: 19

Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	122	---
	Alternate assessment against alternate achievement standards	99	81.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	79	---
	Alternate assessment against alternate achievement standards	78	98.7%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	101	---
	Alternate assessment against alternate achievement standards	97	96.0%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 19

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	1,445	19.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	67	6.9%
	Proficiency rate gap		12.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,721	29.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	50	6.2%
	Proficiency rate gap		23.4%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	3,227	29.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	122	10.7%
	Proficiency rate gap		18.8%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 19

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	2,034	28.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	93	9.6%
	Proficiency rate gap		18.4%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,406	36.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	75	10.1%
	Proficiency rate gap		26.4%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,231	41.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	106	7.2%
	Proficiency rate gap		34.7%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 19

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	19	19	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: 19

Total Number of LEAs (2020-21) for All Indicators: 19

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	19	19	19
% 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: 19

Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	17,226	---	19,296	---	19,201	---
Inside the regular class 80% or more of the day	11,913	69.2%	13,431	69.6%	13,413	69.9%
Inside the regular class less than 40% of the day	2,869	16.7%	3,151	16.3%	3,114	16.2%
In separate school, residential facility or homebound or hospital	94	0.5%	111	0.6%	94	0.5%
LEAs Meeting Target 5A	15	78.9%	16	84.2%	N/A	N/A
LEAs Meeting Target 5B	10	52.6%	9	47.4%	N/A	N/A
LEAs Meeting Target 5C	17	89.5%	17	89.5%	N/A	N/A

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

Region: 19

Total Number of LEAs (2020-21) for All Indicators: 19

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	898	---
Attending REC & receiving majority of SPED services in a REC	356	39.6%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	287	32.0%
Receiving special education and related services in the home	5	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: 19

Total Number of LEAs (2020-21) for All Indicators: 19

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	5	0.5%	---	3	0.4%	---	6	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	100	9.1%	---	50	6.6%	---	57	7.4%	---
Improved functioning to reach a level nearer to same-aged peers	385	35.1%	---	198	26.1%	---	228	29.7%	---
Improved functioning to reach a level comparable to same-aged peers	431	39.3%	---	356	46.8%	---	347	45.2%	---
Maintained functioning at a level comparable to same-aged peers	176	16.0%	---	153	20.1%	---	129	16.8%	---
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	---	88.6%	YES	---	91.3%	YES	---	90.1%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	55.3%	NO	---	67.0%	YES	---	62.1%	NO

Region: 19

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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	8	0.7%	---	9	1.2%	---	4	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	96	8.8%	---	58	7.6%	---	67	8.7%	---
Improved functioning to reach a level nearer to same-aged peers	414	37.7%	---	222	29.2%	---	253	33.0%	---
Improved functioning to reach a level comparable to same-aged peers	435	39.7%	---	359	47.2%	---	350	45.6%	---
Maintained functioning at a level comparable to same-aged peers	144	13.1%	---	112	14.7%	---	93	12.1%	---
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	---	89.1%	YES	---	89.7%	YES	---	89.5%	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	---	52.8%	NO	---	62.0%	YES	---	57.8%	YES

Region: 19

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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	5	0.5%	---	3	0.4%	---	8	1.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	81	7.4%	---	38	5.0%	---	46	6.0%	---
Improved functioning to reach a level nearer to same-aged peers	280	25.5%	---	120	15.8%	---	138	18.0%	---
Improved functioning to reach a level comparable to same-aged peers	433	39.5%	---	323	42.5%	---	352	46.0%	---
Maintained functioning at a level comparable to same-aged peers	298	27.2%	---	276	36.3%	---	222	29.0%	---
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	---	89.2%	YES	---	91.5%	YES	---	90.1%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	66.6%	NO	---	78.8%	YES	---	74.9%	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	71.3%	NO	85.4%	YES	81.6%	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: 19

Total Number of LEAs (2020-21) for All Indicators: 19

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	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	19	19	19
% 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: 19

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	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	19	19	19
% 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: 19

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	4,406	2,952	2,687
# of children whose evaluations completed within State established timeline	4,353	2,930	2,612
% of children whose evaluations completed within State established timeline	98.8%	99.3%	97.2%
# of LEAs Meeting Target	15	16	14
% of LEAs Meeting Target	78.9%	84.2%	73.7%

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Total Number of LEAs (2020-21) for All Indicators: 19

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	730	477	456
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	60	33	23
# found eligible & IEP developed & implemented by third birthday	615	410	377
# whose parent refusal caused delay in evaluation or initial services	32	16	31
# serviced in Part C less than 90 days before third birthday	22	15	19
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.8%	99.3%	98.4%
# of LEAs Meeting Target	18	17	15
% of LEAs Meeting Target	94.7%	89.5%	78.9%

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Total Number of LEAs (2020-21) for All Indicators: 19

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	812	694	784
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	810	694	784
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.8%	100.0%	100.0%
# of LEAs Meeting Target	17	19	19
% of LEAs Meeting Target	89.5%	100.0%	100.0%

Region: 19

Total Number of LEAs (2020-21) for All Indicators: 19

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	20	21.7%	NO	51	20.3%	NO	54	25.6%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	35	38.0%	NO	116	46.2%	NO	108	51.2%	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	46	50.0%	NO	148	59.0%	NO	130	61.6%	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%