

Region Summary Tables SPP/APR Indicators 1-14

Region: 06

Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 1 : Graduation

Graduation Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	1,095	1,431	1,354
Special Ed Graduates	871	445	502
% Special Ed Graduates	79.5%	31.1%	37.1%
# of LEAs Meeting Target	41	N/A	30
% of LEAs Meeting Target	66.1%	N/A	49.2%
# of LEAs With 'N/A'	8	N/A	5

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.

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Indicator 2 : Dropout

Dropout Category	FFY 2019 Class of 2019	FFY 2020 Class of 2020	FFY 2021 Class of 2021
Special Ed Students	8,747	1,435	1,354
Special Ed Dropouts	110	298	130
% Special Ed Dropouts	1.3%	20.8%	9.6%
# of LEAs Meeting Target	47	N/A	47
% of LEAs Meeting Target	75.8%	N/A	77.1%
# of LEAs With 'N/A'	3	N/A	5

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.

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Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Participation	#	%	#	%
04	# of children with IEPs	1,955	---	2,330	---
	Regular assessment without accommodations	248	12.7%	261	11.2%
	Regular assessment with accommodations	1,410	72.1%	1,793	77.0%
	Alternate assessment against alternate achievement standards	181	9.3%	237	10.2%
	Participants	1,839	94.1%	2,291	98.3%
	Non-participants	116	5.9%	39	1.7%
	LEAs Meeting Target	N/A	N/A	53	93.0%
08	# of children with IEPs	1,640	---	1,824	---
	Regular assessment without accommodations	131	8.0%	161	8.8%
	Regular assessment with accommodations	1,200	73.2%	1,400	76.8%
	Alternate assessment against alternate achievement standards	168	10.2%	210	11.5%
	Participants	1,499	91.4%	1,771	97.1%
	Non-participants	141	8.6%	53	2.9%
	LEAs Meeting Target	N/A	N/A	48	87.3%
HS	# of children with IEPs	1,673	---	2,298	---
	Regular assessment without accommodations	143	8.6%	189	8.2%
	Regular assessment with accommodations	1,190	71.1%	1,819	79.2%
	Alternate assessment against alternate achievement standards	181	10.8%	209	9.1%
	Participants	1,514	90.5%	2,217	96.5%
	Non-participants	159	9.5%	81	3.5%
	LEAs Meeting Target	N/A	N/A	48	87.3%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Participation	#	%	#	%
04	# of children with IEPs	1,963	---	2,331	---
	Regular assessment without accommodations	250	12.7%	271	11.6%
	Regular assessment with accommodations	1,405	71.6%	1,782	76.5%
	Alternate assessment against alternate achievement standards	182	9.3%	237	10.2%
	Participants	1,837	93.6%	2,290	98.2%
	Non-participants	126	6.4%	41	1.8%
	LEAs Meeting Target	N/A	N/A	54	94.7%
08	# of children with IEPs	1,612	---	1,790	---
	Regular assessment without accommodations	118	7.3%	147	8.2%
	Regular assessment with accommodations	1,196	74.2%	1,378	77.0%
	Alternate assessment against alternate achievement standards	167	10.4%	210	11.7%
	Participants	1,481	91.9%	1,735	96.9%
	Non-participants	131	8.1%	55	3.1%
	LEAs Meeting Target	N/A	N/A	48	87.3%
HS	# of children with IEPs	2,040	---	2,751	---
	Regular assessment without accommodations	152	7.5%	199	7.2%
	Regular assessment with accommodations	1,315	64.5%	2,026	73.7%
	Alternate assessment against alternate achievement standards	182	8.9%	208	7.6%
	Participants	1,649	80.8%	2,433	88.4%
	Non-participants	391	19.2%	318	11.6%
	LEAs Meeting Target	N/A	N/A	28	50.9%

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Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21		FFY21 2021-22	
Grade	Math Proficiency - Regular	#	%	#	%
04	# of children with IEPs	1,658	---	2,054	---
	Proficient or above regular assessment without accommodations	143	50.2%	159	47.8%
	Proficient or above regular assessment with accommodations	142	49.8%	174	52.3%
	Total Proficients	285	17.2%	333	16.2%
	LEAs Meeting Target	N/A	N/A	13	22.8%
08	# of children with IEPs	1,331	---	1,561	---
	Proficient or above regular assessment without accommodations	63	35.0%	79	39.5%
	Proficient or above regular assessment with accommodations	117	65.0%	121	60.5%
	Total Proficients	180	13.5%	200	12.8%
	LEAs Meeting Target	N/A	N/A	10	18.2%
HS	# of children with IEPs	1,333	---	2,008	---
	Proficient or above regular assessment without accommodations	28	22.6%	42	24.3%
	Proficient or above regular assessment with accommodations	96	77.4%	131	75.7%
	Total Proficients	124	9.3%	173	8.6%
	LEAs Meeting Target	N/A	N/A	11	20.0%

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Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Regular	#	%	#	%
04	# of children with IEPs	1,655	---	2,053	---
	Proficient or above regular assessment without accommodations	115	59.9%	176	42.5%
	Proficient or above regular assessment with accommodations	77	40.1%	238	57.5%
	Total Proficients	192	11.6%	414	20.2%
	LEAs Meeting Target	N/A	N/A	35	61.4%
08	# of children with IEPs	1,314	---	1,524	---
	Proficient or above regular assessment without accommodations	57	41.9%	74	34.4%
	Proficient or above regular assessment with accommodations	79	58.1%	141	65.6%
	Total Proficients	136	10.4%	215	14.1%
	LEAs Meeting Target	N/A	N/A	26	47.3%
HS	# of children with IEPs	1,466	---	2,225	---
	Proficient or above regular assessment without accommodations	50	31.9%	61	29.9%
	Proficient or above regular assessment with accommodations	107	68.2%	143	70.1%
	Total Proficients	157	10.7%	204	9.2%
	LEAs Meeting Target	N/A	N/A	16	29.1%

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Indicator 3C : Math Proficiency - Alternate Math

Grade		FFY20 2020-21		FFY21 2021-22	
		#	%	#	%
04	Math Proficiency - Alternate				
	# of children with IEPs	181	---	237	---
	Alternate assessment against alternate achievement standards	170	93.9%	223	94.1%
	LEAs Meeting Target	N/A	N/A	29	87.9%
08	# of children with IEPs	168	---	210	---
	Alternate assessment against alternate achievement standards	164	97.6%	203	96.7%
	LEAs Meeting Target	N/A	N/A	33	89.2%
HS	# of children with IEPs	181	---	209	---
	Alternate assessment against alternate achievement standards	165	91.2%	195	93.3%
	LEAs Meeting Target	N/A	N/A	28	82.4%

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Indicator 3C : Reading Proficiency - Alternate Reading

		FFY20 2020-21		FFY21 2021-22	
Grade	Reading Proficiency - Alternate	#	%	#	%
04	# of children with IEPs	182	---	237	---
	Alternate assessment against alternate achievement standards	155	85.2%	194	81.9%
	LEAs Meeting Target	N/A	N/A	22	66.7%
08	# of children with IEPs	167	---	210	---
	Alternate assessment against alternate achievement standards	161	96.4%	198	94.3%
	LEAs Meeting Target	N/A	N/A	33	89.2%
HS	# of children with IEPs	182	---	208	---
	Alternate assessment against alternate achievement standards	176	96.7%	189	90.9%
	LEAs Meeting Target	N/A	N/A	27	79.4%

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Total Number of LEAs (2021-22) for All Indicators: 61

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

		FFY20 2020-21		FFY21 2021-22	
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	6,233	44.7%	7,017	44.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	285	17.2%	333	16.2%
	Proficiency rate gap		27.5%		28.3%
	LEAs Meeting Target	N/A	N/A	20	33.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	10,415	56.9%	11,348	55.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	180	13.5%	200	12.8%
	Proficiency rate gap		43.4%		42.3%
	LEAs Meeting Target	N/A	N/A	26	45.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,926	40.1%	7,072	36.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	124	9.3%	173	8.6%
	Proficiency rate gap		30.8%		28.3%
	LEAs Meeting Target	N/A	N/A	24	42.9%

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

		FFY20 2020-21		FFY21 2021-22	
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	5,487	39.4%	8,755	55.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	192	11.6%	414	20.2%
	Proficiency rate gap		27.8%		35.3%
	LEAs Meeting Target	N/A	N/A	16	27.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,235	48.7%	9,819	57.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	136	10.4%	215	14.1%
	Proficiency rate gap		38.4%		43.0%
	LEAs Meeting Target	N/A	N/A	19	33.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	9,247	52.1%	10,750	48.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	157	10.7%	204	9.2%
	Proficiency rate gap		41.4%		39.5%
	LEAs Meeting Target	N/A	N/A	35	62.5%

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Indicator 4A : Suspension & Expulsion - Significant Discrepancy

4A : Suspension and Expulsion - Significant Discrepancy	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	62	N/A	61
% of LEAs Meeting Target	100.0%	N/A	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 4B : Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion - Significant Discrepancy by Race or Ethnicity	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# 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	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 5 : Education Environments (School Age)

Educational Environment	FFY19 2019-20		FFY20 2020-21		FFY21 2021-22	
	#	%	#	%	#	%
Total # of students ages 5 who are enrolled in kindergarten and ages 6 through 21	20,061	---	21,223	---	23,588	---
5A: Inside the regular class 80% or more of the day	13,831	68.9%	14,816	69.8%	16,747	71.0%
5B: Inside the regular class less than 40% of the day	2,671	13.3%	2,862	13.5%	3,102	13.2%
5C: In separate school, residential facility or homebound or hospital	103	0.5%	118	0.6%	161	0.7%
LEAs Meeting Target 5A	45	72.6%	N/A	N/A	36	59.0%
LEAs Meeting Target 5B	46	74.2%	N/A	N/A	52	85.3%
LEAs Meeting Target 5C	55	88.7%	N/A	N/A	53	86.9%

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

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Indicator 6 : Preschool Environments

Educational Environment	FFY20 2020-21		FFY21 2021-22	
	#	%	#	%
Total # of students ages 3, 4, and aged 5 who are enrolled in a preschool program	1,176	---	1,160	---
6A: Attending REC & receiving majority of SPED and related services in a REC	291	24.7%	296	25.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	270	23.0%	267	23.0%
6C: Receiving special education and related services in the home	15	1.3%	15	1.3%
LEAs Meeting Target 6A	N/A	N/A	35	57.4%
LEAs Meeting Target 6B	N/A	N/A	50	82.0%
LEAs Meeting Target 6C	N/A	N/A	55	90.2%

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 7A : Early Childhood Outcomes - Positive Social-Emotional Skills

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	12	1.3%	---	14	1.5%	---	6	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	94	10.0%	---	107	11.1%	---	113	10.2%	---
Improved functioning to reach a level nearer to same-aged peers	251	26.7%	---	271	28.0%	---	337	30.4%	---
Improved functioning to reach a level comparable to same-aged peers	311	33.0%	---	364	37.6%	---	422	38.0%	---
Maintained functioning at a level comparable to same-aged peers	273	29.0%	---	211	21.8%	---	232	20.9%	---
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	---	84.1%	NO	---	84.0%	NO	---	86.5%	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	---	62.1%	NO	---	59.5%	NO	---	58.9%	NO

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Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 7B : Early Childhood Outcomes – Acquisition & Use of Knowledge & Skills

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	9	1.0%	---	6	0.6%	---	6	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	95	10.1%	---	130	13.4%	---	129	11.6%	---
Improved functioning to reach a level nearer to same-aged peers	270	28.7%	---	290	30.0%	---	348	31.4%	---
Improved functioning to reach a level comparable to same-aged peers	356	37.8%	---	366	37.9%	---	437	39.4%	---
Maintained functioning at a level comparable to same-aged peers	211	22.4%	---	175	18.1%	---	190	17.1%	---
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	---	85.8%	YES	---	82.8%	NO	---	85.3%	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	---	60.3%	YES	---	56.0%	YES	---	56.5%	YES

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Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 7C : Early Childhood Outcomes – Use of Appropriate Behaviors to Meet Their Needs

Early Childhood Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	6	0.6%	---	11	1.1%	---	7	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	80	8.5%	---	94	9.7%	---	104	9.4%	---
Improved functioning to reach a level nearer to same-aged peers	170	18.1%	---	181	18.7%	---	210	18.9%	---
Improved functioning to reach a level comparable to same-aged peers	299	31.8%	---	317	32.8%	---	406	36.6%	---
Maintained functioning at a level comparable to same-aged peers	386	41.0%	---	364	37.6%	---	383	34.5%	---
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	---	84.5%	YES	---	82.6%	NO	---	84.7%	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	---	72.8%	NO	---	70.4%	NO	---	71.1%	NO

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Indicator 8 : Parent Involvement

Parent Involvement	FFY19 2019-20		FFY20 2020-21		FFY21 2021-22	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	79.4%	NO	66.5%	N/A	63.8%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

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

Disproportionate Representation - Racial & Ethnic Groups in Special Education & Related Services	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	2	3	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	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 10 : Disproportionate Representation - Racial & Ethnic Groups
in Specific Disability Categories

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of LEAs with disproportionate representation	1	2	6
# 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	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Methodology changes were made in FFY 2020 to meet federal requirements.

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Indicator 11 : Child Find

Child Find	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children for whom parental consent to evaluate was received	4,336	5,375	4,712
# of children whose evaluations completed within State established timeline	4,320	5,088	4,647
% of children whose evaluations completed within State established timeline	99.6%	94.7%	98.6%
# of LEAs Meeting Target	59	53	53
% of LEAs Meeting Target	95.2%	85.5%	86.9%

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

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Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of children served in Part C & referred to Part B for eligibility determination	269	274	132
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	39	24	9
# found eligible & IEP developed & implemented by third birthday	213	234	93
# whose parent refusal caused delay in evaluation or initial services	10	8	0
# serviced in Part C less than 90 days before third birthday	2	4	30
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	97.7%	98.3%	100.0%
# of LEAs Meeting Target	61	58	61
% of LEAs Meeting Target	98.4%	93.5%	100.0%

Post-clarification data come from the Texas Student Data System (TSDS) Child Find collection for children with a SPED-ELIGIBILITY-DETERMINATION-DATE E1716 between July 1, 2021, and June 30, 2022, for the 2021-2022 school year. The TSDS Child Find collection includes State Performance Plan Indicator 11 (SPPI-11) and SPPI-12. Previously, SPPI-11 and SPPI-12 data were collected via the State Performance Plan (SPP) application in the Texas Education Agency Login (TEAL).

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Indicator 13 : Secondary Transition

Secondary Transition	FFY 2019 2019-20	FFY 2020 2020-21	FFY 2021 2021-22
# of youth with disabilities aged 16 & above	946	1,036	1,055
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	946	1,036	1,055
% 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	62	62	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2021-22) for All Indicators: 61

Indicator 14 : Post-School Outcomes

Post-School Outcomes	FFY19 2019-20			FFY20 2020-21			FFY21 2021-22		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	29	17.1%	NO	44	19.6%	NO	88	27.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	89	52.4%	NO	113	50.2%	NO	199	62.6%	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	117	68.8%	NO	148	65.8%	NO	231	72.6%	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 2019 Target	FFY 2020 Target	FFY 2021 Target
1	88.5%	N/A	>=45.00%
2	1.8%	N/A	<=13.00%
3A Reading Grade 04	N/A	N/A	>=95.00%
3A Reading Grade 08	N/A	N/A	>=95.00%
3A Reading Grade HS	N/A	N/A	>=95.00%
3A Math Grade 04	N/A	N/A	>=95.00%
3A Math Grade 08	N/A	N/A	>=95.00%
3A Math Grade HS	N/A	N/A	>=95.00%
3B Reading Grade 04	N/A	N/A	>=14.00%
3B Reading Grade 08	N/A	N/A	>=12.00%
3B Reading Grade HS	N/A	N/A	>=12.00%
3B Math Grade 04	N/A	N/A	>=19.00%
3B Math Grade 08	N/A	N/A	>=20.00%
3B Math Grade HS	N/A	N/A	>=17.00%
3C Reading Grade 04	N/A	N/A	>=91.00%
3C Reading Grade 08	N/A	N/A	>=93.00%
3C Reading Grade HS	N/A	N/A	>=94.00%
3C Math Grade 04	N/A	N/A	>=94.00%
3C Math Grade 08	N/A	N/A	>=95.00%
3C Math Grade HS	N/A	N/A	>=93.00%
3D Reading Grade 04	N/A	N/A	<=23.00%
3D Reading Grade 08	N/A	N/A	<=36.00%
3D Reading Grade HS	N/A	N/A	<=38.00%
3D Math Grade 04	N/A	N/A	<=20.00%
3D Math Grade 08	N/A	N/A	<=32.00%
3D Math Grade HS	N/A	N/A	<=26.00%
4A	0.0%	N/A	<=24.00%
4B	0.0%	0.0%	0.00%
5A	68.0%	N/A	>=73.00%
5B	12.0%	N/A	<=14.00%
5C	1.3%	N/A	<=1.00%
6A	33.0%	N/A	>=27.00%
6B	15.0%	N/A	<=26.00%
6C	N/A	N/A	<=0.85%
7A1	85.0%	85.0%	>=85.00%
7A2	63.0%	63.0%	>=63.00%
7B1	85.0%	84.0%	>=84.00%
7B2	58.0%	56.0%	>=57.00%
7C1	85.0%	84.0%	>=85.00%

Indicator	FFY 2019 Target	FFY 2020 Target	FFY 2021 Target
7C2	74.0%	71.0%	>=72.00%
8	81.0%	N/A	>=81.00%
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%	>=31.00%
14B	63.0%	63.0%	>=64.00%
14C	80.0%	80.0%	>=81.00%