

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

### Indicator 1 : Graduation

Graduation Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	305	303	331
Special Ed Graduates	271	265	174
% Special Ed Graduates	88.9%	87.5%	52.6%
# of LEAs Meeting Target	36	33	N/A
% of LEAs Meeting Target	83.7%	76.7%	N/A
# of LEAs With 'N/A'	9	5	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: 43

### Indicator 2 : Dropout

Dropout Category	FFY 2018 Class of 2018	FFY 2019 Class of 2019	FFY 2020 Class of 2020
Special Ed Students	2,747	2,697	332
Special Ed Dropouts	48	29	27
% Special Ed Dropouts	1.7%	1.1%	8.1%
# of LEAs Meeting Target	39	41	N/A
% of LEAs Meeting Target	90.7%	95.3%	N/A
# of LEAs With 'N/A'	0	0	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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3A : Math Participation

		FFY20 2020-21	
Grade	Math Participation	#	%
04	# of children with IEPs	648	---
	Regular assessment without accommodations	89	13.7%
	Regular assessment with accommodations	451	69.6%
	Alternate assessment against alternate achievement standards	63	9.7%
	Participants	603	93.1%
	Non-participants	45	6.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	553	---
	Regular assessment without accommodations	38	6.9%
	Regular assessment with accommodations	402	72.7%
	Alternate assessment against alternate achievement standards	62	11.2%
	Participants	502	90.8%
	Non-participants	51	9.2%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	496	---
	Regular assessment without accommodations	43	8.7%
	Regular assessment with accommodations	379	76.4%
	Alternate assessment against alternate achievement standards	50	10.1%
	Participants	472	95.2%
	Non-participants	24	4.8%
	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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

### Indicator 3A : Reading Participation

		FFY20 2020-21	
Grade	Reading Participation	#	%
04	# of children with IEPs	648	---
	Regular assessment without accommodations	89	13.7%
	Regular assessment with accommodations	449	69.3%
	Alternate assessment against alternate achievement standards	63	9.7%
	Participants	601	92.8%
	Non-participants	47	7.3%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	550	---
	Regular assessment without accommodations	40	7.3%
	Regular assessment with accommodations	394	71.6%
	Alternate assessment against alternate achievement standards	62	11.3%
	Participants	496	90.2%
	Non-participants	54	9.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	566	---
	Regular assessment without accommodations	33	5.8%
	Regular assessment with accommodations	429	75.8%
	Alternate assessment against alternate achievement standards	50	8.8%
	Participants	512	90.5%
	Non-participants	54	9.5%
	LEAs Meeting Target	N/A	N/A

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Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 3B : Math Proficiency - Regular Math

		FFY20 2020-21	
Grade	Math Proficiency - Regular	#	%
04	# of children with IEPs	540	---
	Proficient or above regular assessment without accommodations	39	60.0%
	Proficient or above regular assessment with accommodations	26	40.0%
	Total Proficients	65	12.0%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	440	---
	Proficient or above regular assessment without accommodations	15	36.6%
	Proficient or above regular assessment with accommodations	26	63.4%
	Total Proficients	41	9.3%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	422	---
	Proficient or above regular assessment without accommodations	13	24.1%
	Proficient or above regular assessment with accommodations	41	75.9%
	Total Proficients	54	12.8%
	LEAs Meeting Target	N/A	N/A

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# Region Summary Tables SPP/APR Indicators 1-14

## Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

### Indicator 3B : Reading Proficiency - Regular Reading

		FFY20 2020-21	
Grade	Reading Proficiency - Regular	#	%
04	# of children with IEPs	538	---
	Proficient or above regular assessment without accommodations	41	68.3%
	Proficient or above regular assessment with accommodations	19	31.7%
	Total Proficients	60	11.2%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	434	---
	Proficient or above regular assessment without accommodations	19	40.4%
	Proficient or above regular assessment with accommodations	28	59.6%
	Total Proficients	47	10.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	462	---
	Proficient or above regular assessment without accommodations	11	21.6%
	Proficient or above regular assessment with accommodations	40	78.4%
	Total Proficients	51	11.0%
	LEAs Meeting Target	N/A	N/A

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# Region Summary Tables SPP/APR Indicators 1-14

## Region: 14

**Total Number of LEAs (2020-21) for All Indicators: 43**

### Indicator 3C : Math Proficiency - Alternate Math

		FFY20 2020-21	
Grade	Math Proficiency - Alternate	#	%
04	# of children with IEPs	63	---
	Alternate assessment against alternate achievement standards	62	98.4%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	62	---
	Alternate assessment against alternate achievement standards	60	96.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	50	---
	Alternate assessment against alternate achievement standards	48	96.0%
	LEAs Meeting Target	N/A	N/A

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# Region Summary Tables SPP/APR Indicators 1-14

## Region: 14

**Total Number of LEAs (2020-21) for All Indicators: 43**

**Indicator 3C : Reading Proficiency - Alternate Reading**

		FFY20 2020-21	
Grade	Reading Proficiency - Alternate	#	%
04	# of children with IEPs	63	---
	Alternate assessment against alternate achievement standards	56	88.9%
	LEAs Meeting Target	N/A	N/A
08	# of children with IEPs	62	---
	Alternate assessment against alternate achievement standards	60	96.8%
	LEAs Meeting Target	N/A	N/A
HS	# of children with IEPs	50	---
	Alternate assessment against alternate achievement standards	47	94.0%
	LEAs Meeting Target	N/A	N/A

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# Region Summary Tables SPP/APR Indicators 1-14

## Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

### 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	1,563	35.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	65	12.0%
	Proficiency rate gap		23.8%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,010	45.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	9.3%
	Proficiency rate gap		35.9%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,602	41.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	54	12.8%
	Proficiency rate gap		28.6%
	LEAs Meeting Target	N/A	N/A

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Total Number of LEAs (2020-21) for All Indicators: 43

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

		FFY20 2020-21	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,614	37.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	60	11.2%
	Proficiency rate gap		25.9%
	LEAs Meeting Target	N/A	N/A
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,992	46.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	47	10.8%
	Proficiency rate gap		35.4%
	LEAs Meeting Target	N/A	N/A
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,409	53.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	51	11.0%
	Proficiency rate gap		42.0%
	LEAs Meeting Target	N/A	N/A

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Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	43	43	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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	43	43	43
% 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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 5 : Educational Environment Ages 6-21

Educational Environment	FFY18 2018-19		FFY19 2019-20		FFY20 2020-21	
	#	%	#	%	#	%
Total Students, Ages 6-21	5,630	---	6,229	---	6,623	---
Inside the regular class 80% or more of the day	4,141	73.6%	4,695	75.4%	5,061	76.4%
Inside the regular class less than 40% of the day	652	11.6%	676	10.9%	691	10.4%
In separate school, residential facility or homebound or hospital	13	0.2%	5	0.1%	9	0.1%
LEAs Meeting Target 5A	29	67.4%	33	76.7%	N/A	N/A
LEAs Meeting Target 5B	37	86.0%	36	83.7%	N/A	N/A
LEAs Meeting Target 5C	41	95.3%	43	100.0%	N/A	N/A

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

Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 6 : Educational Environment Ages 3-5

Educational Environment	FFY20 2020-21	
	#	%
Total Students, Ages 3-5	349	---
Attending REC & receiving majority of SPED services in a REC	164	47.0%
Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	13	3.7%
Receiving special education and related services in the home	1	0.3%
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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	0.7%	---		0.4%	---	2	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	17	6.1%	---	11	4.1%	---	22	8.2%	---
Improved functioning to reach a level nearer to same-aged peers	93	33.3%	---	80	29.7%	---	75	27.9%	---
Improved functioning to reach a level comparable to same-aged peers	111	39.8%	---	110	40.9%	---	111	41.3%	---
Maintained functioning at a level comparable to same-aged peers	56	20.1%	---	67	24.9%	---	59	21.9%	---
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	---	91.5%	YES	---	94.1%	YES	---	88.6%	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	---	59.9%	NO	---	65.8%	YES	---	63.2%	YES

Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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

Early Childhood Outcomes	FFY18 2018-19			FFY19 2019-20			FFY20 2020-21		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.4%	---	2	0.7%	---		0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	25	9.0%	---	18	6.7%	---	23	8.6%	---
Improved functioning to reach a level nearer to same-aged peers	105	37.6%	---	89	33.1%	---	82	30.5%	---
Improved functioning to reach a level comparable to same-aged peers	116	41.6%	---	123	45.7%	---	129	48.0%	---
Maintained functioning at a level comparable to same-aged peers	32	11.5%	---	37	13.8%	---	34	12.6%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	89.5%	YES	---	91.4%	YES	---	89.8%	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	---	53.0%	NO	---	59.5%	YES	---	60.6%	YES



Region: 14

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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		0.4%	---	0	0.0%	---		0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	20	7.2%	---	10	3.7%	---	14	5.2%	---
Improved functioning to reach a level nearer to same-aged peers	62	22.2%	---	43	16.0%	---	52	19.3%	---
Improved functioning to reach a level comparable to same-aged peers	106	38.0%	---	116	43.1%	---	108	40.2%	---
Maintained functioning at a level comparable to same-aged peers	90	32.3%	---	100	37.2%	---	94	34.9%	---
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	---	88.9%	YES	---	94.1%	YES	---	91.4%	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	---	70.3%	NO	---	80.3%	YES	---	75.1%	YES

Region: 14

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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	69.6%	NO	71.0%	NO	68.7%	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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	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	43	43	43
% 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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	2	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	43	43	43
% 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: 14

Total Number of LEAs (2020-21) for All Indicators: 43

Indicator 11 : Child Find

Child Find	FFY 2018 2018-19	FFY 2019 2019-20	FFY 2020 2020-21
# of children for whom parental consent to evaluate was received	1,629	1,200	1,516
# of children whose evaluations completed within State established timeline	1,627	1,200	1,516
% of children whose evaluations completed within State established timeline	99.9%	100.0%	100.0%
# of LEAs Meeting Target	42	43	43
% of LEAs Meeting Target	97.7%	100.0%	100.0%

Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	92	79	128
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	34	12	25
# found eligible & IEP developed & implemented by third birthday	55	64	99
# whose parent refusal caused delay in evaluation or initial services	3	3	1
# serviced in Part C less than 90 days before third birthday	0	0	3
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	100.0%
# of LEAs Meeting Target	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	327	333	359
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	327	333	359
% 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	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 14

Total Number of LEAs (2020-21) for All Indicators: 43

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	7	14.3%	NO	10	20.4%	NO	17	23.9%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	22	44.9%	NO	26	53.1%	NO	45	63.4%	YES
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	28	57.1%	NO	33	67.3%	NO	51	71.8%	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
<b>7C2</b>	74.0%	74.0%	71.0%
<b>8</b>	81.0%	81.0%	NA
<b>9</b>	0.0%	0.0%	0.0%
<b>10</b>	0.0%	0.0%	0.0%
<b>11</b>	100.0%	100.0%	100.0%
<b>12</b>	100.0%	100.0%	100.0%
<b>13</b>	100.0%	100.0%	100.0%
<b>14A</b>	30.0%	30.0%	30.0%
<b>14B</b>	63.0%	63.0%	63.0%
<b>14C</b>	80.0%	80.0%	80.0%