

Region Summary Tables SPP/APR Indicators 1-14

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Region: 04

Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	7,987	7,996	8,372
Graduates with IEPs	3,679	3,758	4,347
% Graduates with IEPs	46.1%	47.0%	51.9%
# of LEAs Meeting Target	63	69	72
% of LEAs Meeting Target	71.6%	76.7%	80.9%
# of LEAs With 'NR'	26	26	25

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Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	7,987	7,996	8,372
Dropouts with IEPs	1,383	1,206	1,239
% Dropouts with IEPs	17.3%	15.1%	14.8%
# of LEAs Meeting Target	61	61	60
% of LEAs Meeting Target	69.3%	67.8%	67.4%
# of LEAs With 'NR'	26	26	25

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Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	12,355	---	13,874	---	15,414	---
	Regular assessment without accommodations	1,564	12.7%	1,788	12.9%	1,970	12.8%
	Regular assessment with accommodations	9,322	75.5%	10,402	75.0%	11,883	77.1%
	Alternate assessment against alternate achievement standards	1,370	11.1%	1,588	11.5%	1,462	9.5%
	Participants	12,256	99.2%	13,778	99.3%	15,315	99.4%
	Non-participants	99	0.8%	96	0.7%	99	0.6%
	LEAs Meeting Target	70	100.0%	75	100.0%	76	98.7%
08	# of children with IEPs	10,290	---	11,482	---	11,926	---
	Advanced assessment without accommodations			254	2.2%	281	2.4%
	Regular assessment without accommodations	1,110	10.8%	1,117	9.7%	1,255	10.5%
	Advanced assessment with accommodations			353	3.1%	462	3.9%
	Regular assessment with accommodations	7,726	75.1%	8,212	71.5%	8,558	71.8%
	Alternate assessment against alternate achievement standards	1,317	12.8%	1,383	12.0%	1,195	10.0%
	Participants	10,153	98.7%	11,319	98.6%	11,751	98.5%
	Non-participants	137	1.3%	163	1.4%	175	1.5%
	LEAs Meeting Target	75	97.4%	79	98.8%	74	94.9%
HS	# of children with IEPs	13,472	---	14,618	---	15,184	---
	Advanced assessment without accommodations			221	1.5%	273	1.8%
	Regular assessment without accommodations	1,508	11.2%	1,919	13.1%	2,061	13.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	10,062	74.7%	10,543	72.1%	11,227	73.9%
	Alternate assessment against alternate achievement standards	1,360	10.1%	1,371	9.4%	1,151	7.6%
	Participants	12,930	96.0%	14,054	96.1%	14,712	96.9%
	Non-participants	542	4.0%	564	3.9%	472	3.1%
	LEAs Meeting Target	54	85.7%	54	83.1%	59	89.4%

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Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	12,357	---	13,881	---	15,440	---
	Regular assessment without accommodations	1,609	13.0%	1,819	13.1%	1,954	12.7%
	Regular assessment with accommodations	9,275	75.1%	10,373	74.7%	11,895	77.0%
	Alternate assessment against alternate achievement standards	1,367	11.1%	1,588	11.4%	1,464	9.5%
	Participants	12,251	99.1%	13,780	99.3%	15,313	99.2%
	Non-participants	106	0.9%	101	0.7%	127	0.8%
	LEAs Meeting Target	69	98.6%	73	97.3%	74	96.1%
08	# of children with IEPs	10,098	---	11,193	---	11,647	---
	Advanced assessment without accommodations			0	0.0%	5	0.0%
	Regular assessment without accommodations	975	9.7%	1,151	10.3%	1,399	12.0%
	Advanced assessment with accommodations			1	0.0%	5	0.0%
	Regular assessment with accommodations	7,646	75.7%	8,506	76.0%	8,882	76.3%
	Alternate assessment against alternate achievement standards	1,315	13.0%	1,383	12.4%	1,193	10.2%
	Participants	9,936	98.4%	11,041	98.6%	11,484	98.6%
	Non-participants	162	1.6%	152	1.4%	163	1.4%
	LEAs Meeting Target	75	97.4%	79	98.8%	74	94.9%
HS	# of children with IEPs	16,539	---	18,413	---	19,475	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	1,471	8.9%	2,081	11.3%	2,283	11.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	11,737	71.0%	12,723	69.1%	13,482	69.2%
	Alternate assessment against alternate achievement standards	1,365	8.3%	1,382	7.5%	1,140	5.9%
	Participants	14,573	88.1%	16,186	87.9%	16,905	86.8%
	Non-participants	1,966	11.9%	2,227	12.1%	2,570	13.2%
	LEAs Meeting Target	18	28.6%	20	30.8%	12	18.2%

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Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	10,886	---	12,190	---	13,853	---
	Proficient or above regular assessment without accommodations	809	47.1%	1,127	48.5%	1,153	46.1%
	Proficient or above regular assessment with accommodations	908	52.9%	1,197	51.5%	1,347	53.9%
	Total Proficients	1,717	15.8%	2,324	19.1%	2,500	18.0%
	LEAs Meeting Target	20	28.6%	15	20.0%	12	15.8%
08	# of children with IEPs	8,836	---	9,936	---	10,556	---
	Advanced assessment without accommodations			211	12.6%	243	13.2%
	Proficient or above regular assessment without accommodations	410	36.4%	461	27.5%	489	26.5%
	Advanced assessment with accommodations			97	5.8%	117	6.4%
	Proficient or above regular assessment with accommodations	718	63.7%	909	54.2%	993	53.9%
	Total Proficients	1,128	12.8%	1,678	16.9%	1,842	17.4%
	LEAs Meeting Target	17	22.4%	21	26.6%	17	21.8%
HS	# of children with IEPs	11,570	---	12,683	---	13,561	---
	Advanced assessment without accommodations			118	8.2%	122	7.7%
	Proficient or above regular assessment without accommodations	304	22.0%	324	22.6%	402	25.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	1,080	78.0%	992	69.2%	1,055	66.8%
	Total Proficients	1,384	12.0%	1,434	11.3%	1,579	11.6%
	LEAs Meeting Target	14	22.6%	9	13.9%	6	9.1%

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Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	10,883	---	12,192	---	13,848	---
	Proficient or above regular assessment without accommodations	972	41.5%	1,057	53.8%	1,214	46.6%
	Proficient or above regular assessment with accommodations	1,368	58.5%	909	46.2%	1,391	53.4%
	Total Proficients	2,340	21.5%	1,966	16.1%	2,605	18.8%
	LEAs Meeting Target	45	64.3%	15	20.0%	16	21.1%
08	# of children with IEPs	8,620	---	9,658	---	10,291	---
	Advanced assessment without accommodations			0	0.0%	4	0.2%
	Proficient or above regular assessment without accommodations	429	29.7%	593	38.2%	688	38.6%
	Advanced assessment with accommodations			0	0.0%	1	0.1%
	Proficient or above regular assessment with accommodations	1,018	70.4%	960	61.8%	1,091	61.2%
	Total Proficients	1,447	16.8%	1,553	16.1%	1,784	17.3%
	LEAs Meeting Target	42	55.3%	27	34.2%	16	20.5%
HS	# of children with IEPs	13,194	---	14,796	---	15,751	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	391	27.8%	664	31.6%	803	34.8%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	1,016	72.2%	1,438	68.4%	1,503	65.2%
	Total Proficients	1,407	10.7%	2,102	14.2%	2,306	14.6%
	LEAs Meeting Target	24	38.7%	20	30.8%	8	12.1%

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Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	1,370	---	1,588	---	1,462	---
	Alternate assessment against alternate achievement standards	1,276	93.1%	1,479	93.1%	1,327	90.8%
	LEAs Meeting Target	37	68.5%	43	72.9%	30	56.6%
08	# of children with IEPs	1,317	---	1,383	---	1,195	---
	Alternate assessment against alternate achievement standards	1,244	94.5%	1,322	95.6%	1,119	93.6%
	LEAs Meeting Target	40	74.1%	54	84.4%	40	76.9%
HS	# of children with IEPs	1,360	---	1,371	---	1,151	---
	Alternate assessment against alternate achievement standards	1,241	91.3%	1,265	92.3%	1,043	90.6%
	LEAs Meeting Target	34	65.4%	34	66.7%	34	66.7%

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Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	1,367	---	1,588	---	1,464	---
	Alternate assessment against alternate achievement standards	1,167	85.4%	1,383	87.1%	1,262	86.2%
	LEAs Meeting Target	30	55.6%	32	54.2%	23	43.4%
08	# of children with IEPs	1,315	---	1,383	---	1,193	---
	Alternate assessment against alternate achievement standards	1,209	91.9%	1,273	92.1%	1,052	88.2%
	LEAs Meeting Target	39	72.2%	48	75.0%	29	55.8%
HS	# of children with IEPs	1,365	---	1,382	---	1,140	---
	Alternate assessment against alternate achievement standards	1,199	87.8%	1,299	94.0%	1,040	91.2%
	LEAs Meeting Target	24	46.2%	39	76.5%	36	70.6%

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

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
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	36,235	41.5%	41,443	47.1%	40,610	45.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,717	15.8%	2,324	19.1%	2,500	18.0%
	Proficiency rate gap		25.7%		28.0%		27.7%
	LEAs Meeting Target	29	39.2%	22	28.2%	19	24.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	52,957	50.2%	58,281	53.8%	55,749	52.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,128	12.8%	1,678	16.9%	1,842	17.4%
	Proficiency rate gap		37.5%		36.9%		35.3%
	LEAs Meeting Target	35	44.3%	37	45.7%	41	50.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	43,966	38.0%	43,516	37.4%	43,444	37.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,384	12.0%	1,434	11.3%	1,579	11.6%
	Proficiency rate gap		26.0%		26.0%		26.3%
	LEAs Meeting Target	34	54.0%	40	60.6%	36	54.5%

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Total Number of LEAs (2023-24) for All Indicators: 89

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

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading 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	46,825	53.6%	40,586	46.1%	45,193	50.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	2,340	21.5%	1,966	16.1%	2,605	18.8%
	Proficiency rate gap		32.1%		29.9%		32.0%
	LEAs Meeting Target	14	18.9%	25	32.1%	20	25.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	55,172	58.0%	53,872	55.7%	52,039	55.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,447	16.8%	1,553	16.1%	1,784	17.3%
	Proficiency rate gap		41.2%		39.6%		38.4%
	LEAs Meeting Target	32	40.5%	33	40.7%	30	37.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	59,281	45.9%	65,904	48.7%	64,557	49.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,407	10.7%	2,102	14.2%	2,306	14.6%
	Proficiency rate gap		35.2%		34.5%		34.5%
	LEAs Meeting Target	40	63.5%	37	56.1%	33	50.0%

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Indicator 4A : Suspension & Expulsion of Children with IEPs - Significant Discrepancy

Suspension & Expulsion of Children with IEPs - Significant Discrepancy	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with significant discrepancy	0	1	2
# of LEAs Meeting Target	88	89	89
% of LEAs Meeting Target	100.0%	98.9%	100.0%

Region: 04

Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 4B : Suspension & Expulsion of Children with IEPs
- Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion of Children with IEPs - Significant Discrepancy by Race or Ethnicity	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with significant discrepancy	4	4	5
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	88	90	89
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 5 : Education Environments of Children with IEPs (School Age)

Education Environments of Children with IEPs (School Age)	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	127,482	---	140,974	---	155,826	---
5A: Inside the regular class 80% or more of the day	92,840	72.8%	103,951	73.7%	116,468	74.7%
5B: Inside the regular class less than 40% of the day	18,510	14.5%	20,353	14.4%	21,952	14.1%
5C: In separate school, residential facility or homebound or hospital	1,109	0.9%	1,113	0.8%	1,087	0.7%
LEAs Meeting Target 5A	64	72.7%	71	78.9%	70	78.7%
LEAs Meeting Target 5B	69	78.4%	69	76.7%	57	64.0%
LEAs Meeting Target 5C	80	90.9%	83	92.2%	82	92.1%

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Indicator 6 : Preschool Environments of Children with IEPs

Preschool Environments of Children with IEPs	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	#	%	#	%	#	%
Total # of students ages 3, 4, and 5 who are enrolled in a preschool program	6,577	---	7,958	---	8,902	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,575	24.0%	1,943	24.4%	2,282	25.6%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	2,156	32.8%	2,608	32.8%	2,634	29.6%
6C: Receiving special education and related services in the home	53	0.8%	54	0.7%	68	0.8%
LEAs Meeting Target 6A	55	62.5%	56	62.2%	50	56.2%
LEAs Meeting Target 6B	63	71.6%	63	70.0%	60	67.4%
LEAs Meeting Target 6C	76	86.4%	78	86.7%	77	86.5%

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Indicator 7A : Early Childhood Outcomes of Children with IEPs
- Positive Social-Emotional Skills

Early Childhood Outcomes of Children with IEPs - Positive Social-Emotional Skills	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	42	0.9%	---	51	0.9%	---	39	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	532	10.9%	---	720	12.4%	---	820	13.0%	---
Improved functioning to reach a level nearer to same-aged peers	1,449	29.5%	---	1,735	29.8%	---	1,899	30.1%	---
Improved functioning to reach a level comparable to same-aged peers	1,790	36.5%	---	1,950	33.5%	---	2,094	33.2%	---
Maintained functioning at a level comparable to same-aged peers	1,092	22.3%	---	1,367	23.5%	---	1,447	23.0%	---
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	---	85.0%	YES	---	82.7%	NO	---	82.3%	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	---	58.8%	NO	---	57.0%	NO	---	56.2%	NO

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Total Number of LEAs (2023-24) for All Indicators: 89

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

Early Childhood Outcomes of Children with IEPs – Acquisition & Use of Knowledge & Skills	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	34	0.7%	---	38	0.7%	---	38	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	601	12.3%	---	835	14.3%	---	936	14.9%	---
Improved functioning to reach a level nearer to same-aged peers	1,487	30.3%	---	1,749	30.0%	---	1,915	30.4%	---
Improved functioning to reach a level comparable to same-aged peers	1,855	37.8%	---	2,008	34.5%	---	2,247	35.7%	---
Maintained functioning at a level comparable to same-aged peers	927	18.9%	---	1,193	20.5%	---	1,161	18.4%	---
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	---	84.0%	YES	---	81.1%	NO	---	81.0%	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	---	56.7%	YES	---	55.0%	NO	---	54.1%	NO

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

Early Childhood Outcomes of Children with IEPs – Use of Appropriate Behaviors to Meet Their Needs	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	45	0.9%	---	40	0.7%	---	52	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	456	9.3%	---	632	10.9%	---	756	12.0%	---
Improved functioning to reach a level nearer to same-aged peers	950	19.4%	---	1,171	20.1%	---	1,246	19.8%	---
Improved functioning to reach a level comparable to same-aged peers	1,762	35.9%	---	1,892	32.5%	---	2,085	33.1%	---
Maintained functioning at a level comparable to same-aged peers	1,691	34.5%	---	2,088	35.9%	---	2,159	34.3%	---
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	---	84.4%	NO	---	82.0%	NO	---	80.5%	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	---	70.4%	NO	---	68.4%	NO	---	67.4%	NO

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Indicator 8 : Parent Involvement

Parent Involvement	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	%	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	68.6%	NO	66.8%	NO	68.1%	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 of Students Receiving in Special Education & Related Services

Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	0	0	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	88	90	89
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 04

Total Number of LEAs (2023-24) for All Indicators: 89

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	17	15	13
# 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	88	90	89
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 04

Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 11 : Child Find – Timely Initial Evaluation

Child Find – Timely Initial Evaluation	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of children for whom parental consent to evaluate was received	29,764	36,595	36,371
# of children whose evaluations completed within State established timeline	29,048	35,655	35,580
% of children whose evaluations completed within State established timeline	97.6%	97.4%	97.8%
# of LEAs Meeting Target	65	67	52
% of LEAs Meeting Target	73.9%	74.4%	58.4%

Region: 04

Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 12 : Child Find – Early Childhood Transition

Child Find – Early Childhood Transition	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of children served in Part C & referred to Part B for eligibility determination	1,457	1,219	1,675
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	75	54	88
# found eligible & IEP developed & implemented by third birthday	859	825	1,324
# whose parent refusal caused delay in evaluation or initial services	127	46	72
# serviced in Part C less than 90 days before third birthday	396	282	132
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	98.6%	95.7%
# of LEAs Meeting Target	88	86	78
% of LEAs Meeting Target	100.0%	95.6%	87.6%

Region: 04

Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of youth with disabilities aged 16 & above	4,251	4,509	4,843
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	4,249	4,409	4,798
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	97.8%	99.1%
# of LEAs Meeting Target	86	88	87
% of LEAs Meeting Target	97.7%	97.8%	97.8%

Region: 04

Total Number of LEAs (2023-24) for All Indicators: 89

Indicator 14 : Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School

Post-School Outcomes of Youth with IEPs in Effect at the Time They Left School	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	601	30.7%	YES	701	32.2%	YES	750	31.8%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	1,080	55.2%	NO	1,282	58.8%	NO	1,295	55.0%	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	1,285	65.7%	NO	1,484	68.1%	NO	1,530	65.0%	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 2021 Target	FFY 2022 Target	FFY 2023 Target
1	>=45.00%	>=46.00%	>=47.00%
2	<=13.00%	<=12.00%	<=11.00%
3A Reading Grade 04	>=95.00%	>=95.00%	>=95.00%
3A Reading Grade 08	>=95.00%	>=95.00%	>=95.00%
3A Reading Grade HS	>=95.00%	>=95.00%	>=95.00%
3A Math Grade 04	>=95.00%	>=95.00%	>=95.00%
3A Math Grade 08	>=95.00%	>=95.00%	>=95.00%
3A Math Grade HS	>=95.00%	>=95.00%	>=95.00%
3B Reading Grade 04	>=14.00%	>=20.00%	>=25.00%
3B Reading Grade 08	>=12.00%	>=18.00%	>=25.00%
3B Reading Grade HS	>=12.00%	>=18.00%	>=25.00%
3B Math Grade 04	>=19.00%	>=23.00%	>=25.00%
3B Math Grade 08	>=20.00%	>=23.00%	>=25.00%
3B Math Grade HS	>=17.00%	>=23.00%	>=25.00%
3C Reading Grade 04	>=91.00%	>=92.00%	>=92.00%
3C Reading Grade 08	>=93.00%	>=93.00%	>=94.00%
3C Reading Grade HS	>=94.00%	>=94.00%	>=95.00%
3C Math Grade 04	>=94.00%	>=94.00%	>=95.00%
3C Math Grade 08	>=95.00%	>=95.00%	>=95.00%
3C Math Grade HS	>=93.00%	>=93.00%	>=94.00%
3D Reading Grade 04	<=23.00%	<=23.00%	<=22.00%
3D Reading Grade 08	<=36.00%	<=35.00%	<=34.00%
3D Reading Grade HS	<=38.00%	<=37.00%	<=35.00%
3D Math Grade 04	<=20.00%	<=20.00%	<=19.00%
3D Math Grade 08	<=32.00%	<=31.00%	<=30.00%
3D Math Grade HS	<=26.00%	<=26.00%	<=25.00%
4A	<=24.00%	<=23.00%	<=22.00%
4B	0.00%	0.00%	0.00%
5A	>=73.00%	>=73.00%	>=74.00%
5B	<=14.00%	<=13.00%	<=12.00%
5C	<=1.00%	<=1.00%	<=1.00%
6A	>=27.00%	>=27.00%	>=28.00%
6B	<=26.00%	<=25.00%	<=24.00%
6C	<=0.85%	<=0.85%	<=0.85%
7A1	>=85.00%	>=86.00%	>=86.00%
7A2	>=63.00%	>=63.00%	>=63.00%
7B1	>=84.00%	>=85.00%	>=85.00%
7B2	>=57.00%	>=57.00%	>=58.00%
7C1	>=85.00%	>=85.00%	>=86.00%

Indicator	FFY 2021 Target	FFY 2022 Target	FFY 2023 Target
7C2	>=72.00%	>=72.00%	>=73.00%
8	>=81.00%	>=81.00%	>=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	>=31.00%	>=31.00%	>=32.00%
14B	>=64.00%	>=64.00%	>=65.00%
14C	>=81.00%	>=81.00%	>=82.00%