

# Region Summary Tables SPP/APR Indicators 1-14

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Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	3,963	4,177	4,518
Graduates with IEPs	1,757	1,892	2,199
% Graduates with IEPs	44.3%	45.3%	48.7%
# of LEAs Meeting Target	53	63	63
% of LEAs Meeting Target	57.6%	67.7%	67.7%
# of LEAs With 'NR'	13	14	15

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**Region: 11**

**Total Number of LEAs (2023-24) for All Indicators: 93**

**Indicator 2 : Dropout**

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	3,963	4,177	4,518
Dropouts with IEPs	578	615	489
% Dropouts with IEPs	14.6%	14.7%	10.8%
# of LEAs Meeting Target	68	67	74
% of LEAs Meeting Target	73.9%	72.0%	79.6%
# of LEAs With 'NR'	13	14	15

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## Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

### Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	6,181	---	7,210	---	8,527	---
	Regular assessment without accommodations	863	14.0%	1,090	15.1%	1,155	13.5%
	Regular assessment with accommodations	4,666	75.5%	5,348	74.2%	6,773	79.4%
	Alternate assessment against alternate achievement standards	606	9.8%	720	10.0%	557	6.5%
	Participants	6,135	99.3%	7,158	99.3%	8,485	99.5%
	Non-participants	46	0.7%	52	0.7%	42	0.5%
	LEAs Meeting Target	84	100.0%	82	96.5%	85	98.8%
08	# of children with IEPs	5,201	---	5,838	---	5,867	---
	Advanced assessment without accommodations			102	1.8%	124	2.1%
	Regular assessment without accommodations	453	8.7%	603	10.3%	543	9.3%
	Advanced assessment with accommodations			45	0.8%	55	0.9%
	Regular assessment with accommodations	4,150	79.8%	4,387	75.2%	4,640	79.1%
	Alternate assessment against alternate achievement standards	533	10.3%	629	10.8%	435	7.4%
	Participants	5,136	98.8%	5,766	98.8%	5,797	98.8%
	Non-participants	65	1.3%	72	1.2%	70	1.2%
	LEAs Meeting Target	81	98.8%	80	94.1%	81	97.6%
HS	# of children with IEPs	6,967	---	7,182	---	7,696	---
	Advanced assessment without accommodations			70	1.0%	83	1.1%
	Regular assessment without accommodations	450	6.5%	732	10.2%	743	9.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	5,695	81.7%	5,615	78.2%	6,199	80.5%
	Alternate assessment against alternate achievement standards	646	9.3%	563	7.8%	483	6.3%
	Participants	6,791	97.5%	6,980	97.2%	7,508	97.6%
	Non-participants	176	2.5%	202	2.8%	188	2.4%
	LEAs Meeting Target	78	96.3%	75	91.5%	75	91.5%

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## Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

### Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	6,187	---	7,224	---	8,539	---
	Regular assessment without accommodations	896	14.5%	1,098	15.2%	1,112	13.0%
	Regular assessment with accommodations	4,633	74.9%	5,348	74.0%	6,822	79.9%
	Alternate assessment against alternate achievement standards	607	9.8%	720	10.0%	557	6.5%
	Participants	6,136	99.2%	7,166	99.2%	8,491	99.4%
	Non-participants	51	0.8%	58	0.8%	48	0.6%
	LEAs Meeting Target	84	100.0%	84	98.8%	83	96.5%
08	# of children with IEPs	5,069	---	5,638	---	5,657	---
	Advanced assessment without accommodations			17	0.3%	19	0.3%
	Regular assessment without accommodations	380	7.5%	528	9.4%	491	8.7%
	Advanced assessment with accommodations			9	0.2%	13	0.2%
	Regular assessment with accommodations	4,088	80.7%	4,388	77.8%	4,639	82.0%
	Alternate assessment against alternate achievement standards	532	10.5%	629	11.2%	435	7.7%
	Participants	5,000	98.6%	5,571	98.8%	5,597	98.9%
	Non-participants	69	1.4%	67	1.2%	60	1.1%
	LEAs Meeting Target	80	97.6%	82	96.5%	80	97.6%
HS	# of children with IEPs	8,341	---	8,858	---	9,341	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	455	5.5%	715	8.1%	675	7.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	6,316	75.7%	6,613	74.7%	7,093	75.9%
	Alternate assessment against alternate achievement standards	648	7.8%	560	6.3%	487	5.2%
	Participants	7,419	89.0%	7,888	89.1%	8,255	88.4%
	Non-participants	922	11.1%	970	11.0%	1,086	11.6%
	LEAs Meeting Target	39	48.2%	40	48.8%	31	37.8%

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## Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

### Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	5,529	---	6,438	---	7,928	---
	Proficient or above regular assessment without accommodations	490	50.5%	705	55.4%	682	46.6%
	Proficient or above regular assessment with accommodations	480	49.5%	567	44.6%	780	53.4%
	Total Proficients	970	17.5%	1,272	19.8%	1,462	18.4%
	LEAs Meeting Target	31	36.9%	30	35.7%	20	23.3%
08	# of children with IEPs	4,603	---	5,137	---	5,362	---
	Advanced assessment without accommodations			88	10.6%	103	12.9%
	Proficient or above regular assessment without accommodations	213	36.7%	288	34.6%	247	30.9%
	Advanced assessment with accommodations			26	3.1%	28	3.5%
	Proficient or above regular assessment with accommodations	367	63.3%	431	51.7%	422	52.8%
	Total Proficients	580	12.6%	833	16.2%	800	14.9%
	LEAs Meeting Target	14	17.1%	19	22.6%	17	20.5%
HS	# of children with IEPs	6,145	---	6,417	---	7,025	---
	Advanced assessment without accommodations			37	5.7%	46	6.9%
	Proficient or above regular assessment without accommodations	127	20.5%	145	22.5%	150	22.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	492	79.5%	463	71.8%	466	70.4%
	Total Proficients	619	10.1%	645	10.1%	662	9.4%
	LEAs Meeting Target	17	21.3%	14	17.1%	9	11.1%

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## Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

### Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	5,529	---	6,446	---	7,934	---
	Proficient or above regular assessment without accommodations	587	44.1%	696	59.2%	703	46.1%
	Proficient or above regular assessment with accommodations	744	55.9%	479	40.8%	823	53.9%
	Total Proficients	1,331	24.1%	1,175	18.2%	1,526	19.2%
	LEAs Meeting Target	63	75.0%	32	38.1%	27	31.4%
08	# of children with IEPs	4,468	---	4,942	---	5,162	---
	Advanced assessment without accommodations			17	2.1%	17	2.0%
	Proficient or above regular assessment without accommodations	224	29.0%	299	36.2%	292	33.6%
	Advanced assessment with accommodations			6	0.7%	10	1.2%
	Proficient or above regular assessment with accommodations	548	71.0%	505	61.1%	549	63.2%
	Total Proficients	772	17.3%	827	16.7%	868	16.8%
	LEAs Meeting Target	43	52.4%	29	34.5%	17	20.7%
HS	# of children with IEPs	6,770	---	7,320	---	7,758	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	184	24.8%	307	27.2%	304	26.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	557	75.2%	820	72.8%	839	73.4%
	Total Proficients	741	11.0%	1,127	15.4%	1,143	14.7%
	LEAs Meeting Target	29	36.3%	29	35.4%	14	17.3%

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Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	606	---	720	---	557	---
	Alternate assessment against alternate achievement standards	553	91.3%	673	93.5%	496	89.0%
	LEAs Meeting Target	32	64.0%	36	69.2%	32	60.4%
08	# of children with IEPs	533	---	629	---	435	---
	Alternate assessment against alternate achievement standards	504	94.6%	597	94.9%	406	93.3%
	LEAs Meeting Target	47	83.9%	45	79.0%	40	78.4%
HS	# of children with IEPs	646	---	563	---	483	---
	Alternate assessment against alternate achievement standards	590	91.3%	512	90.9%	439	90.9%
	LEAs Meeting Target	37	71.2%	45	80.4%	35	70.0%

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## Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

### Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	607	---	720	---	557	---
	Alternate assessment against alternate achievement standards	513	84.5%	620	86.1%	458	82.2%
	LEAs Meeting Target	25	50.0%	28	53.9%	28	52.8%
08	# of children with IEPs	532	---	629	---	435	---
	Alternate assessment against alternate achievement standards	485	91.2%	572	90.9%	379	87.1%
	LEAs Meeting Target	40	71.4%	41	71.9%	35	68.6%
HS	# of children with IEPs	648	---	560	---	487	---
	Alternate assessment against alternate achievement standards	575	88.7%	512	91.4%	443	91.0%
	LEAs Meeting Target	31	59.6%	45	80.4%	33	66.0%



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Total Number of LEAs (2023-24) for All Indicators: 93

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	17,098	41.8%	18,931	45.8%	18,206	43.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	970	17.5%	1,272	19.8%	1,462	18.4%
	Proficiency rate gap		24.2%		26.0%		24.7%
	LEAs Meeting Target	31	35.2%	24	27.6%	23	26.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	25,990	48.6%	27,825	52.9%	25,802	49.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	580	12.6%	833	16.2%	800	14.9%
	Proficiency rate gap		36.0%		36.7%		34.5%
	LEAs Meeting Target	40	45.5%	32	36.4%	33	38.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	20,617	36.6%	21,564	36.9%	20,026	34.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	619	10.1%	645	10.1%	662	9.4%
	Proficiency rate gap		26.6%		26.8%		25.4%
	LEAs Meeting Target	38	45.8%	43	51.8%	41	50.0%

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Total Number of LEAs (2023-24) for All Indicators: 93

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	22,308	54.3%	19,695	47.4%	21,027	49.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,331	24.1%	1,175	18.2%	1,526	19.2%
	Proficiency rate gap		30.3%		29.1%		30.3%
	LEAs Meeting Target	23	26.1%	21	24.1%	19	21.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	26,870	58.7%	25,567	57.3%	24,873	56.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	772	17.3%	827	16.7%	868	16.8%
	Proficiency rate gap		41.4%		40.5%		39.5%
	LEAs Meeting Target	28	31.8%	30	34.1%	30	34.9%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	28,463	47.2%	32,100	51.4%	29,664	49.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	741	11.0%	1,127	15.4%	1,143	14.7%
	Proficiency rate gap		36.2%		36.0%		35.2%
	LEAs Meeting Target	39	47.0%	29	34.9%	23	28.0%

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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	2	1
# of LEAs Meeting Target	92	91	93
% of LEAs Meeting Target	100.0%	97.9%	100.0%

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Total Number of LEAs (2023-24) for All Indicators: 93

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	1	4	2
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	92	93	93
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

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	67,321	---	73,551	---	80,182	---
5A: Inside the regular class 80% or more of the day	49,077	72.9%	54,443	74.0%	60,037	74.9%
5B: Inside the regular class less than 40% of the day	8,796	13.1%	9,645	13.1%	10,122	12.6%
5C: In separate school, residential facility or homebound or hospital	443	0.7%	361	0.5%	354	0.4%
LEAs Meeting Target 5A	65	70.7%	72	77.4%	76	81.7%
LEAs Meeting Target 5B	77	83.7%	75	80.7%	74	79.6%
LEAs Meeting Target 5C	82	89.1%	85	91.4%	88	94.6%

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Total Number of LEAs (2023-24) for All Indicators: 93

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	3,505	---	4,066	---	4,528	---
6A: Attending REC & receiving majority of SPED and related services in a REC	872	24.9%	1,027	25.3%	1,111	24.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	999	28.5%	1,136	27.9%	1,223	27.0%
6C: Receiving special education and related services in the home	14	0.4%	23	0.6%	19	0.4%
LEAs Meeting Target 6A	48	52.2%	49	52.7%	52	55.9%
LEAs Meeting Target 6B	69	75.0%	67	72.0%	69	74.2%
LEAs Meeting Target 6C	84	91.3%	85	91.4%	87	93.5%

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Total Number of LEAs (2023-24) for All Indicators: 93

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	17	0.7%	---	20	0.7%	---	14	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	326	12.6%	---	373	12.5%	---	557	16.4%	---
Improved functioning to reach a level nearer to same-aged peers	741	28.7%	---	863	29.0%	---	1,033	30.5%	---
Improved functioning to reach a level comparable to same-aged peers	946	36.6%	---	1,047	35.2%	---	1,093	32.3%	---
Maintained functioning at a level comparable to same-aged peers	553	21.4%	---	671	22.6%	---	690	20.4%	---
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	---	83.1%	NO	---	82.9%	NO	---	78.8%	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	---	58.0%	NO	---	57.8%	NO	---	52.6%	NO

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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	17	0.7%	---	14	0.5%	---	21	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	332	12.9%	---	413	13.9%	---	594	17.5%	---
Improved functioning to reach a level nearer to same-aged peers	751	29.1%	---	879	29.6%	---	998	29.5%	---
Improved functioning to reach a level comparable to same-aged peers	1,070	41.5%	---	1,155	38.8%	---	1,230	36.3%	---
Maintained functioning at a level comparable to same-aged peers	411	15.9%	---	513	17.3%	---	543	16.0%	---
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	---	83.9%	YES	---	82.7%	NO	---	78.4%	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	---	57.4%	YES	---	56.1%	NO	---	52.4%	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	20	0.8%	---	11	0.4%	---	16	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	294	11.4%	---	313	10.5%	---	486	14.3%	---
Improved functioning to reach a level nearer to same-aged peers	476	18.4%	---	587	19.7%	---	730	21.6%	---
Improved functioning to reach a level comparable to same-aged peers	945	36.6%	---	1,038	34.9%	---	1,091	32.2%	---
Maintained functioning at a level comparable to same-aged peers	846	32.8%	---	1,025	34.5%	---	1,064	31.4%	---
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	---	81.9%	NO	---	83.4%	NO	---	78.4%	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	---	69.4%	NO	---	69.4%	NO	---	63.6%	NO

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Total Number of LEAs (2023-24) for All Indicators: 93

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	66.9%	NO	68.1%	NO	69.2%	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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**Total Number of LEAs (2023-24) for All Indicators: 93**

### 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	1	2	2
# 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	92	93	93
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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**Total Number of LEAs (2023-24) for All Indicators: 93**

### **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	7	11	8
# 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	92	93	93
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

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	17,388	19,146	20,958
# of children whose evaluations completed within State established timeline	17,351	18,884	20,631
% of children whose evaluations completed within State established timeline	99.8%	98.6%	98.4%
# of LEAs Meeting Target	91	74	73
% of LEAs Meeting Target	98.9%	79.6%	78.5%

Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

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	842	1,141	1,265
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	104	118	114
# found eligible & IEP developed & implemented by third birthday	614	887	1,073
# whose parent refusal caused delay in evaluation or initial services	3	11	19
# serviced in Part C less than 90 days before third birthday	120	117	46
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.8%	99.1%	98.8%
# of LEAs Meeting Target	91	91	89
% of LEAs Meeting Target	98.9%	97.9%	95.7%

Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

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	2,894	2,896	2,882
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	2,894	2,896	2,882
% 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	92	91	93
% of LEAs Meeting Target	100.0%	97.9%	100.0%

Region: 11

Total Number of LEAs (2023-24) for All Indicators: 93

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	263	28.4%	NO	283	26.2%	NO	328	25.8%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	602	65.0%	YES	652	60.4%	NO	755	59.4%	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	706	76.2%	NO	786	72.9%	NO	903	71.0%	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
<b>7C2</b>	>=72.00%	>=72.00%	>=73.00%
<b>8</b>	>=81.00%	>=81.00%	>=81.00%
<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>	>=31.00%	>=31.00%	>=32.00%
<b>14B</b>	>=64.00%	>=64.00%	>=65.00%
<b>14C</b>	>=81.00%	>=81.00%	>=82.00%