

Region Summary Tables SPP/APR Indicators 1-14

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	5,543	5,966	6,001
Graduates with IEPs	2,757	3,030	2,976
% Graduates with IEPs	49.7%	50.8%	49.6%
# of LEAs Meeting Target	81	91	81
% of LEAs Meeting Target	69.8%	78.5%	70.4%
# of LEAs With 'NR'	16	15	12

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Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	5,543	5,966	6,001
Dropouts with IEPs	935	1,043	937
% Dropouts with IEPs	16.9%	17.5%	15.6%
# of LEAs Meeting Target	85	87	87
% of LEAs Meeting Target	73.3%	75.0%	75.7%
# of LEAs With 'NR'	16	15	12

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Total Number of LEAs (2023-24) for All Indicators: 115

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	9,082	---	10,359	---	12,066	---
	Regular assessment without accommodations	1,187	13.1%	1,388	13.4%	1,605	13.3%
	Regular assessment with accommodations	6,769	74.5%	7,752	74.8%	9,324	77.3%
	Alternate assessment against alternate achievement standards	1,054	11.6%	1,136	11.0%	1,051	8.7%
	Participants	9,010	99.2%	10,276	99.2%	11,980	99.3%
	Non-participants	72	0.8%	83	0.8%	86	0.7%
	LEAs Meeting Target	102	94.4%	108	99.1%	107	99.1%
08	# of children with IEPs	8,427	---	9,575	---	10,210	---
	Advanced assessment without accommodations			262	2.7%	346	3.4%
	Regular assessment without accommodations	680	8.1%	693	7.2%	896	8.8%
	Advanced assessment with accommodations			385	4.0%	737	7.2%
	Regular assessment with accommodations	6,716	79.7%	7,113	74.3%	7,240	70.9%
	Alternate assessment against alternate achievement standards	896	10.6%	979	10.2%	833	8.2%
	Participants	8,292	98.4%	9,432	98.5%	10,052	98.5%
	Non-participants	135	1.6%	143	1.5%	158	1.5%
	LEAs Meeting Target	103	95.4%	104	98.1%	101	95.3%
HS	# of children with IEPs	9,969	---	10,684	---	10,782	---
	Advanced assessment without accommodations			123	1.2%	135	1.3%
	Regular assessment without accommodations	835	8.4%	1,103	10.3%	1,175	10.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	7,779	78.0%	8,190	76.7%	8,258	76.6%
	Alternate assessment against alternate achievement standards	925	9.3%	890	8.3%	841	7.8%
	Participants	9,539	95.7%	10,306	96.5%	10,409	96.5%
	Non-participants	430	4.3%	378	3.5%	373	3.5%
	LEAs Meeting Target	89	86.4%	92	89.3%	88	85.4%

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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	9,091	---	10,386	---	12,088	---
	Regular assessment without accommodations	1,208	13.3%	1,421	13.7%	1,583	13.1%
	Regular assessment with accommodations	6,749	74.2%	7,734	74.5%	9,371	77.5%
	Alternate assessment against alternate achievement standards	1,054	11.6%	1,137	11.0%	1,049	8.7%
	Participants	9,011	99.1%	10,292	99.1%	12,003	99.3%
	Non-participants	80	0.9%	94	0.9%	85	0.7%
	LEAs Meeting Target	102	94.4%	107	98.2%	105	97.2%
08	# of children with IEPs	7,596	---	8,197	---	8,522	---
	Advanced assessment without accommodations			6	0.1%	13	0.2%
	Regular assessment without accommodations	508	6.7%	693	8.5%	875	10.3%
	Advanced assessment with accommodations			22	0.3%	12	0.1%
	Regular assessment with accommodations	6,061	79.8%	6,377	77.8%	6,656	78.1%
	Alternate assessment against alternate achievement standards	896	11.8%	983	12.0%	832	9.8%
	Participants	7,465	98.3%	8,081	98.6%	8,388	98.4%
	Non-participants	131	1.7%	116	1.4%	134	1.6%
	LEAs Meeting Target	104	96.3%	105	99.1%	101	95.3%
HS	# of children with IEPs	12,294	---	13,451	---	14,212	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	793	6.5%	1,253	9.3%	1,435	10.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	8,969	73.0%	9,669	71.9%	10,013	70.5%
	Alternate assessment against alternate achievement standards	908	7.4%	901	6.7%	853	6.0%
	Participants	10,670	86.8%	11,823	87.9%	12,301	86.6%
	Non-participants	1,624	13.2%	1,628	12.1%	1,911	13.4%
	LEAs Meeting Target	42	40.8%	35	34.0%	26	25.0%

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Total Number of LEAs (2023-24) for All Indicators: 115

Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	7,956	---	9,140	---	10,929	---
	Proficient or above regular assessment without accommodations	728	48.1%	966	47.0%	1,020	45.0%
	Proficient or above regular assessment with accommodations	785	51.9%	1,089	53.0%	1,249	55.0%
	Total Proficients	1,513	19.0%	2,055	22.5%	2,269	20.8%
	LEAs Meeting Target	46	43.0%	36	33.0%	30	27.8%
08	# of children with IEPs	7,396	---	8,453	---	9,219	---
	Advanced assessment without accommodations			185	12.2%	242	14.2%
	Proficient or above regular assessment without accommodations	333	31.4%	346	22.8%	405	23.7%
	Advanced assessment with accommodations			137	9.0%	225	13.2%
	Proficient or above regular assessment with accommodations	729	68.6%	850	56.0%	838	49.0%
	Total Proficients	1,062	14.4%	1,518	18.0%	1,710	18.5%
	LEAs Meeting Target	26	24.3%	28	26.7%	20	18.9%
HS	# of children with IEPs	8,614	---	9,416	---	9,568	---
	Advanced assessment without accommodations			74	7.1%	95	9.3%
	Proficient or above regular assessment without accommodations	199	20.8%	203	19.4%	211	20.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	757	79.2%	768	73.5%	714	70.0%
	Total Proficients	956	11.1%	1,045	11.1%	1,020	10.7%
	LEAs Meeting Target	22	21.6%	14	13.6%	8	7.8%

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Total Number of LEAs (2023-24) for All Indicators: 115

Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	7,957	---	9,155	---	10,953	---
	Proficient or above regular assessment without accommodations	848	43.2%	942	53.8%	1,026	47.2%
	Proficient or above regular assessment with accommodations	1,113	56.8%	810	46.2%	1,149	52.8%
	Total Proficients	1,961	24.6%	1,752	19.1%	2,175	19.9%
	LEAs Meeting Target	68	63.6%	43	39.5%	26	24.1%
08	# of children with IEPs	6,568	---	7,098	---	7,556	---
	Advanced assessment without accommodations			5	0.4%	11	0.7%
	Proficient or above regular assessment without accommodations	288	25.5%	420	33.2%	520	35.0%
	Advanced assessment with accommodations			7	0.6%	5	0.3%
	Proficient or above regular assessment with accommodations	840	74.5%	832	65.8%	949	63.9%
	Total Proficients	1,128	17.2%	1,264	17.8%	1,485	19.7%
	LEAs Meeting Target	67	62.6%	39	37.1%	27	25.5%
HS	# of children with IEPs	9,758	---	10,917	---	11,439	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	255	23.5%	484	29.4%	517	31.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	831	76.5%	1,164	70.6%	1,146	68.9%
	Total Proficients	1,086	11.1%	1,648	15.1%	1,663	14.5%
	LEAs Meeting Target	40	39.2%	39	37.9%	23	22.3%

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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	1,054	---	1,136	---	1,051	---
	Alternate assessment against alternate achievement standards	998	94.7%	1,070	94.2%	953	90.7%
	LEAs Meeting Target	60	80.0%	62	76.5%	45	60.0%
08	# of children with IEPs	896	---	979	---	833	---
	Alternate assessment against alternate achievement standards	846	94.4%	921	94.1%	773	92.8%
	LEAs Meeting Target	58	80.6%	66	77.7%	56	74.7%
HS	# of children with IEPs	925	---	890	---	841	---
	Alternate assessment against alternate achievement standards	847	91.6%	800	89.9%	779	92.6%
	LEAs Meeting Target	57	79.2%	51	70.8%	55	77.5%

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Total Number of LEAs (2023-24) for All Indicators: 115

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	1,054	---	1,137	---	1,049	---
	Alternate assessment against alternate achievement standards	922	87.5%	1,005	88.4%	893	85.1%
	LEAs Meeting Target	45	60.0%	50	61.7%	40	54.1%
08	# of children with IEPs	896	---	983	---	832	---
	Alternate assessment against alternate achievement standards	824	92.0%	899	91.5%	718	86.3%
	LEAs Meeting Target	49	68.1%	61	71.8%	44	58.7%
HS	# of children with IEPs	908	---	901	---	853	---
	Alternate assessment against alternate achievement standards	805	88.7%	823	91.3%	772	90.5%
	LEAs Meeting Target	50	69.4%	50	69.4%	52	73.2%

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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	26,924	43.0%	31,173	49.2%	29,755	45.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,513	19.0%	2,055	22.5%	2,269	20.8%
	Proficiency rate gap		24.0%		26.7%		25.1%
	LEAs Meeting Target	45	40.9%	36	32.7%	42	38.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	42,822	50.7%	48,179	54.3%	44,486	50.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,062	14.4%	1,518	18.0%	1,710	18.5%
	Proficiency rate gap		36.3%		36.4%		31.6%
	LEAs Meeting Target	59	54.6%	49	45.8%	56	52.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	29,745	37.0%	30,271	37.2%	29,016	36.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	956	11.1%	1,045	11.1%	1,020	10.7%
	Proficiency rate gap		25.9%		26.1%		26.0%
	LEAs Meeting Target	62	59.6%	58	55.8%	63	60.0%

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Total Number of LEAs (2023-24) for All Indicators: 115

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	33,550	53.6%	30,871	48.6%	32,649	50.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,961	24.6%	1,752	19.1%	2,175	19.9%
	Proficiency rate gap		29.0%		29.5%		30.5%
	LEAs Meeting Target	34	30.9%	38	34.6%	31	28.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	39,622	58.4%	40,003	59.4%	38,428	58.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,128	17.2%	1,264	17.8%	1,485	19.7%
	Proficiency rate gap		41.2%		41.6%		38.3%
	LEAs Meeting Target	36	33.3%	40	37.4%	44	41.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	42,544	46.0%	47,697	50.4%	45,072	49.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,086	11.1%	1,648	15.1%	1,663	14.5%
	Proficiency rate gap		34.8%		35.3%		35.3%
	LEAs Meeting Target	68	65.4%	53	51.0%	43	41.0%

Region: 10

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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	116	115	115
% of LEAs Meeting Target	100.0%	99.1%	100.0%

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

**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	0	2	4
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	116	116	115
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

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	94,593	---	104,062	---	114,270	---
5A: Inside the regular class 80% or more of the day	68,225	72.1%	76,053	73.1%	84,937	74.3%
5B: Inside the regular class less than 40% of the day	13,183	13.9%	14,337	13.8%	15,371	13.5%
5C: In separate school, residential facility or homebound or hospital	577	0.6%	470	0.5%	462	0.4%
LEAs Meeting Target 5A	67	57.8%	72	62.1%	69	60.0%
LEAs Meeting Target 5B	91	78.5%	90	77.6%	76	66.1%
LEAs Meeting Target 5C	102	87.9%	108	93.1%	111	96.5%

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Total Number of LEAs (2023-24) for All Indicators: 115

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	4,725	---	5,712	---	6,232	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,159	24.5%	1,431	25.1%	1,634	26.2%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	1,144	24.2%	1,499	26.2%	1,610	25.8%
6C: Receiving special education and related services in the home	37	0.8%	33	0.6%	41	0.7%
LEAs Meeting Target 6A	73	62.9%	70	60.3%	62	53.9%
LEAs Meeting Target 6B	91	78.5%	85	73.3%	82	71.3%
LEAs Meeting Target 6C	104	89.7%	106	91.4%	103	89.6%

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Total Number of LEAs (2023-24) for All Indicators: 115

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	22	0.6%	---	21	0.5%	---	30	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	360	9.4%	---	457	10.5%	---	552	11.4%	---
Improved functioning to reach a level nearer to same-aged peers	1,160	30.2%	---	1,306	30.1%	---	1,475	30.6%	---
Improved functioning to reach a level comparable to same-aged peers	1,400	36.4%	---	1,580	36.5%	---	1,728	35.8%	---
Maintained functioning at a level comparable to same-aged peers	906	23.5%	---	970	22.4%	---	1,039	21.5%	---
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	---	87.0%	YES	---	85.8%	YES	---	84.6%	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	---	59.9%	NO	---	58.8%	NO	---	57.4%	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	26	0.7%	---	19	0.4%	---	28	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	386	10.0%	---	494	11.4%	---	620	12.9%	---
Improved functioning to reach a level nearer to same-aged peers	1,150	29.9%	---	1,350	31.2%	---	1,429	29.6%	---
Improved functioning to reach a level comparable to same-aged peers	1,551	40.3%	---	1,684	38.9%	---	1,876	38.9%	---
Maintained functioning at a level comparable to same-aged peers	733	19.1%	---	787	18.2%	---	870	18.0%	---
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	---	86.8%	YES	---	85.5%	YES	---	83.6%	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	---	59.4%	YES	---	57.0%	YES	---	56.9%	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	28	0.7%	---	20	0.5%	---	27	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	305	7.9%	---	372	8.6%	---	458	9.5%	---
Improved functioning to reach a level nearer to same-aged peers	744	19.3%	---	854	19.7%	---	934	19.4%	---
Improved functioning to reach a level comparable to same-aged peers	1,353	35.2%	---	1,530	35.3%	---	1,682	34.9%	---
Maintained functioning at a level comparable to same-aged peers	1,418	36.9%	---	1,558	36.0%	---	1,723	35.7%	---
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	---	86.3%	YES	---	85.9%	YES	---	84.4%	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	---	72.0%	YES	---	71.3%	NO	---	70.6%	NO

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Total Number of LEAs (2023-24) for All Indicators: 115

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	70.6%	NO	70.1%	NO	70.8%	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 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	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	116	116	115
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

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	14	16	17
# 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	116	116	115
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

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	22,857	27,191	27,052
# of children whose evaluations completed within State established timeline	22,403	26,266	26,524
% of children whose evaluations completed within State established timeline	98.0%	96.6%	98.0%
# of LEAs Meeting Target	90	80	77
% of LEAs Meeting Target	77.6%	69.0%	67.0%

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

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	1,053	956	1,480
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	79	85	89
# found eligible & IEP developed & implemented by third birthday	706	758	1,245
# whose parent refusal caused delay in evaluation or initial services	32	19	9
# serviced in Part C less than 90 days before third birthday	212	93	89
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	96.7%	99.9%	96.3%
# of LEAs Meeting Target	112	115	97
% of LEAs Meeting Target	96.6%	99.1%	84.3%

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

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	3,613	3,704	3,812
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	3,574	3,692	3,805
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	98.9%	99.7%	99.8%
# of LEAs Meeting Target	114	112	113
% of LEAs Meeting Target	98.3%	96.6%	98.3%

Region: 10

Total Number of LEAs (2023-24) for All Indicators: 115

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	340	25.7%	NO	439	30.0%	NO	450	28.0%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	779	59.0%	NO	874	59.7%	NO	895	55.8%	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	923	69.9%	NO	1,023	69.9%	NO	1,067	66.5%	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%