

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 10

Total Number of LEAs (2022-23) for All Indicators: 116

### Indicator 1 : Graduation

<b>Graduation Category</b>	<b>FFY 2020 Class of 2020</b>	<b>FFY 2021 Class of 2021</b>	<b>FFY 2022 Class of 2022</b>
Students with IEPs	5,094	5,543	5,966
Graduates with IEPs	2,130	2,757	3,030
% Graduates with IEPs	41.8%	49.7%	50.8%
# of LEAs Meeting Target	N/A	81	91
% of LEAs Meeting Target	N/A	69.8%	78.5%
# of LEAs With 'N/A'	N/A	16	15

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### Indicator 2 : Dropout

<b>Dropout Category</b>	<b>FFY 2020 Class of 2020</b>	<b>FFY 2021 Class of 2021</b>	<b>FFY 2022 Class of 2022</b>
Students with IEPs	5,120	5,543	5,966
Dropouts with IEPs	741	935	1,043
% Dropouts with IEPs	14.5%	16.9%	17.5%
# of LEAs Meeting Target	N/A	85	87
% of LEAs Meeting Target	N/A	73.3%	75.0%
# of LEAs With 'N/A'	N/A	16	15

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**Total Number of LEAs (2022-23) for All Indicators: 116**

### Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	8,471	---	9,082	---	10,359	---
	Regular assessment without accommodations	1,203	14.2%	1,187	13.1%	1,388	13.4%
	Regular assessment with accommodations	5,800	68.5%	6,769	74.5%	7,752	74.8%
	Alternate assessment against alternate achievement standards	829	9.8%	1,054	11.6%	1,136	11.0%
	Participants	7,832	92.5%	9,010	99.2%	10,276	99.2%
	Non-participants	639	7.5%	72	0.8%	83	0.8%
	LEAs Meeting Target	N/A	N/A	102	94.4%	108	99.1%
08	# of children with IEPs	7,599	---	8,427	---	9,575	---
	Advanced assessment without accommodations					262	2.7%
	Regular assessment without accommodations	750	9.9%	680	8.1%	693	7.2%
	Advanced assessment with accommodations					385	4.0%
	Regular assessment with accommodations	5,102	67.1%	6,716	79.7%	7,113	74.3%
	Alternate assessment against alternate achievement standards	720	9.5%	896	10.6%	979	10.2%
	Participants	6,572	86.5%	8,292	98.4%	9,432	98.5%
	Non-participants	1,027	13.5%	135	1.6%	143	1.5%
	LEAs Meeting Target	N/A	N/A	103	95.4%	104	98.1%
HS	# of children with IEPs	7,309	---	9,969	---	10,684	---
	Advanced assessment without accommodations					123	1.2%
	Regular assessment without accommodations	726	9.9%	835	8.4%	1,103	10.3%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	4,942	67.6%	7,779	78.0%	8,190	76.7%
	Alternate assessment against alternate achievement standards	744	10.2%	925	9.3%	890	8.3%
	Participants	6,412	87.7%	9,539	95.7%	10,306	96.5%
	Non-participants	897	12.3%	430	4.3%	378	3.5%
	LEAs Meeting Target	N/A	N/A	89	86.4%	92	89.3%

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### Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	8,500	---	9,091	---	10,386	---
	Regular assessment without accommodations	1,242	14.6%	1,208	13.3%	1,421	13.7%
	Regular assessment with accommodations	5,769	67.9%	6,749	74.2%	7,734	74.5%
	Alternate assessment against alternate achievement standards	828	9.7%	1,054	11.6%	1,137	11.0%
	Participants	7,839	92.2%	9,011	99.1%	10,292	99.1%
	Non-participants	661	7.8%	80	0.9%	94	0.9%
	LEAs Meeting Target	N/A	N/A	102	94.4%	107	98.2%
08	# of children with IEPs	7,026	---	7,596	---	8,197	---
	Advanced assessment without accommodations					6	0.1%
	Regular assessment without accommodations	584	8.3%	508	6.7%	693	8.5%
	Advanced assessment with accommodations					22	0.3%
	Regular assessment with accommodations	4,749	67.6%	6,061	79.8%	6,377	77.8%
	Alternate assessment against alternate achievement standards	720	10.3%	896	11.8%	983	12.0%
	Participants	6,053	86.2%	7,465	98.3%	8,081	98.6%
	Non-participants	973	13.9%	131	1.7%	116	1.4%
	LEAs Meeting Target	N/A	N/A	104	96.3%	105	99.1%
HS	# of children with IEPs	9,856	---	12,294	---	13,451	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	912	9.3%	793	6.5%	1,253	9.3%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	5,685	57.7%	8,969	73.0%	9,669	71.9%
	Alternate assessment against alternate achievement standards	743	7.5%	908	7.4%	901	6.7%
	Participants	7,340	74.5%	10,670	86.8%	11,823	87.9%
	Non-participants	2,516	25.5%	1,624	13.2%	1,628	12.1%
	LEAs Meeting Target	N/A	N/A	42	40.8%	35	34.0%

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**Total Number of LEAs (2022-23) for All Indicators: 116**

### Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	7,003	---	7,956	---	9,140	---
	Proficient or above regular assessment without accommodations	672	55.4%	728	48.1%	966	47.0%
	Proficient or above regular assessment with accommodations	542	44.7%	785	51.9%	1,089	53.0%
	Total Proficients	1,214	17.3%	1,513	19.0%	2,055	22.5%
	LEAs Meeting Target	N/A	N/A	46	43.0%	36	33.0%
08	# of children with IEPs	5,852	---	7,396	---	8,453	---
	Advanced assessment without accommodations					185	12.2%
	Proficient or above regular assessment without accommodations	316	42.5%	333	31.4%	346	22.8%
	Advanced assessment with accommodations					137	9.0%
	Proficient or above regular assessment with accommodations	427	57.5%	729	68.6%	850	56.0%
	Total Proficients	743	12.7%	1,062	14.4%	1,518	18.0%
	LEAs Meeting Target	N/A	N/A	26	24.3%	28	26.7%
HS	# of children with IEPs	5,668	---	8,614	---	9,416	---
	Advanced assessment without accommodations					74	7.1%
	Proficient or above regular assessment without accommodations	168	25.3%	199	20.8%	203	19.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	495	74.7%	757	79.2%	768	73.5%
	Total Proficients	663	11.7%	956	11.1%	1,045	11.1%
	LEAs Meeting Target	N/A	N/A	22	21.6%	14	13.6%

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## Region: 10

**Total Number of LEAs (2022-23) for All Indicators: 116**

### Indicator 3B : Reading Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	7,009	---	7,957	---	9,155	---
	Proficient or above regular assessment without accommodations	624	58.6%	848	43.2%	942	53.8%
	Proficient or above regular assessment with accommodations	441	41.4%	1,113	56.8%	810	46.2%
	Total Proficients	1,065	15.2%	1,961	24.6%	1,752	19.1%
	LEAs Meeting Target	N/A	N/A	68	63.6%	43	39.5%
08	# of children with IEPs	5,332	---	6,568	---	7,098	---
	Advanced assessment without accommodations					5	0.4%
	Proficient or above regular assessment without accommodations	260	39.4%	288	25.5%	420	33.2%
	Advanced assessment with accommodations					7	0.6%
	Proficient or above regular assessment with accommodations	400	60.6%	840	74.5%	832	65.8%
	Total Proficients	660	12.4%	1,128	17.2%	1,264	17.8%
	LEAs Meeting Target	N/A	N/A	67	62.6%	39	37.1%
HS	# of children with IEPs	6,593	---	9,758	---	10,917	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	244	32.4%	255	23.5%	484	29.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	510	67.6%	831	76.5%	1,164	70.6%
	Total Proficients	754	11.4%	1,086	11.1%	1,648	15.1%
	LEAs Meeting Target	N/A	N/A	40	39.2%	39	37.9%

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### Indicator 3C : Math Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	829	---	1,054	---	1,136	---
	Alternate assessment against alternate achievement standards	768	92.6%	998	94.7%	1,070	94.2%
	LEAs Meeting Target	N/A	N/A	60	80.0%	62	76.5%
08	# of children with IEPs	720	---	896	---	979	---
	Alternate assessment against alternate achievement standards	686	95.3%	846	94.4%	921	94.1%
	LEAs Meeting Target	N/A	N/A	58	80.6%	66	77.7%
HS	# of children with IEPs	744	---	925	---	890	---
	Alternate assessment against alternate achievement standards	669	89.9%	847	91.6%	800	89.9%
	LEAs Meeting Target	N/A	N/A	57	79.2%	51	70.8%

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### Indicator 3C : Reading Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	828	---	1,054	---	1,137	---
	Alternate assessment against alternate achievement standards	692	83.6%	922	87.5%	1,005	88.4%
	LEAs Meeting Target	N/A	N/A	45	60.0%	50	61.7%
08	# of children with IEPs	720	---	896	---	983	---
	Alternate assessment against alternate achievement standards	685	95.1%	824	92.0%	899	91.5%
	LEAs Meeting Target	N/A	N/A	49	68.1%	61	71.8%
HS	# of children with IEPs	743	---	908	---	901	---
	Alternate assessment against alternate achievement standards	704	94.8%	805	88.7%	823	91.3%
	LEAs Meeting Target	N/A	N/A	50	69.4%	50	69.4%



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

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
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	21,531	37.5%	26,924	43.0%	31,173	49.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,214	17.3%	1,513	19.0%	2,055	22.5%
	Proficiency rate gap		20.1%		24.0%		26.7%
	LEAs Meeting Target	N/A	N/A	45	40.9%	36	32.7%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	33,725	45.1%	42,822	50.7%	48,179	54.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	743	12.7%	1,062	14.4%	1,518	18.0%
	Proficiency rate gap		32.4%		36.3%		36.4%
	LEAs Meeting Target	N/A	N/A	59	54.6%	49	45.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	24,279	39.6%	29,745	37.0%	30,271	37.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	663	11.7%	956	11.1%	1,045	11.1%
	Proficiency rate gap		27.9%		25.9%		26.1%
	LEAs Meeting Target	N/A	N/A	62	59.6%	58	55.8%

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

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
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	21,471	37.4%	33,550	53.6%	30,871	48.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,065	15.2%	1,961	24.6%	1,752	19.1%
	Proficiency rate gap		22.2%		29.0%		29.5%
	LEAs Meeting Target	N/A	N/A	34	30.9%	38	34.6%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	28,876	47.7%	39,622	58.4%	40,003	59.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	660	12.4%	1,128	17.2%	1,264	17.8%
	Proficiency rate gap		35.3%		41.2%		41.6%
	LEAs Meeting Target	N/A	N/A	36	33.3%	40	37.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	35,579	49.4%	42,544	46.0%	47,697	50.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	754	11.4%	1,086	11.1%	1,648	15.1%
	Proficiency rate gap		37.9%		34.8%		35.3%
	LEAs Meeting Target	N/A	N/A	68	65.4%	53	51.0%

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

Suspension & Expulsion of Children with IEPs - Significant Discrepancy	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	1	0	1
# of LEAs Meeting Target	115	116	115
% of LEAs Meeting Target	99.1%	100.0%	99.1%

Region: 10

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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 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	0	0	2
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	116	116	116
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 10

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

Education Environments of Children with IEPS (School Age)	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	90,105	---	94,593	---	104,062	---
5A: Inside the regular class 80% or more of the day	64,124	71.2%	68,225	72.1%	76,053	73.1%
5B: Inside the regular class less than 40% of the day	12,854	14.3%	13,183	13.9%	14,337	13.8%
5C: In separate school, residential facility or homebound or hospital	444	0.5%	577	0.6%	470	0.5%
LEAs Meeting Target 5A	N/A	N/A	67	57.8%	72	62.1%
LEAs Meeting Target 5B	N/A	N/A	91	78.5%	90	77.6%
LEAs Meeting Target 5C	N/A	N/A	102	87.9%	108	93.1%

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

Region: 10

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Indicator 6 : Preschool Environments of Children with IEPS

Preschool Environments of Children with IEPS	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students ages 3, 4, and 5 who are enrolled in a preschool program	4,699	---	4,725	---	5,712	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,142	24.3%	1,159	24.5%	1,431	25.1%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	1,160	24.7%	1,144	24.2%	1,499	26.2%
6C: Receiving special education and related services in the home	32	0.7%	37	0.8%	33	0.6%
LEAs Meeting Target 6A	N/A	N/A	73	62.9%	70	60.3%
LEAs Meeting Target 6B	N/A	N/A	91	78.5%	85	73.3%
LEAs Meeting Target 6C	N/A	N/A	104	89.7%	106	91.4%

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

Region: 10

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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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	24	0.6%	---	22	0.6%	---	21	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	353	9.5%	---	360	9.4%	---	457	10.5%	---
Improved functioning to reach a level nearer to same-aged peers	1,074	28.8%	---	1,160	30.2%	---	1,306	30.1%	---
Improved functioning to reach a level comparable to same-aged peers	1,416	37.9%	---	1,400	36.4%	---	1,580	36.5%	---
Maintained functioning at a level comparable to same-aged peers	867	23.2%	---	906	23.5%	---	970	22.4%	---
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	---	86.9%	YES	---	87.0%	YES	---	85.8%	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	---	61.1%	NO	---	59.9%	NO	---	58.8%	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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	26	0.7%	---	26	0.7%	---	19	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	383	10.3%	---	386	10.0%	---	494	11.4%	---
Improved functioning to reach a level nearer to same-aged peers	1,126	30.2%	---	1,150	29.9%	---	1,350	31.2%	---
Improved functioning to reach a level comparable to same-aged peers	1,550	41.5%	---	1,551	40.3%	---	1,684	38.9%	---
Maintained functioning at a level comparable to same-aged peers	649	17.4%	---	733	19.1%	---	787	18.2%	---
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	---	86.7%	YES	---	86.8%	YES	---	85.5%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	58.9%	YES	---	59.4%	YES	---	57.0%	YES



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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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	24	0.6%	---	28	0.7%	---	20	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	280	7.5%	---	305	7.9%	---	372	8.6%	---
Improved functioning to reach a level nearer to same-aged peers	692	18.5%	---	744	19.3%	---	854	19.7%	---
Improved functioning to reach a level comparable to same-aged peers	1,376	36.9%	---	1,353	35.2%	---	1,530	35.3%	---
Maintained functioning at a level comparable to same-aged peers	1,362	36.5%	---	1,418	36.9%	---	1,558	36.0%	---
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	---	87.2%	YES	---	86.3%	YES	---	85.9%	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	---	73.3%	YES	---	72.0%	YES	---	71.3%	NO

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Indicator 8 : Parent Involvement

Parent Involvement	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	%	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	71.7%	N/A	70.6%	NO	70.1%	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 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	3	2	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	116
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 10

Total Number of LEAs (2022-23) for All Indicators: 116

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

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	12	14	16
# 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	116
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 10

Total Number of LEAs (2022-23) for All Indicators: 116

Indicator 11 : Child Find

Child Find	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children for whom parental consent to evaluate was received	18,219	22,857	27,191
# of children whose evaluations completed within State established timeline	18,201	22,403	26,266
% of children whose evaluations completed within State established timeline	99.9%	98.0%	96.6%
# of LEAs Meeting Target	114	90	80
% of LEAs Meeting Target	98.3%	77.6%	69.0%

Region: 10

Total Number of LEAs (2022-23) for All Indicators: 116

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children served in Part C & referred to Part B for eligibility determination	1,621	1,053	956
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	105	79	85
# found eligible & IEP developed & implemented by third birthday	1,282	706	758
# whose parent refusal caused delay in evaluation or initial services	156	32	19
# serviced in Part C less than 90 days before third birthday	78	212	93
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	96.7%	99.9%
# of LEAs Meeting Target	116	112	115
% of LEAs Meeting Target	100.0%	96.6%	99.1%

Region: 10

Total Number of LEAs (2022-23) for All Indicators: 116

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of youth with disabilities aged 16 & above	3,578	3,613	3,704
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	3,575	3,574	3,692
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.9%	98.9%	99.7%
# of LEAs Meeting Target	115	114	112
% of LEAs Meeting Target	99.1%	98.3%	96.6%

Region: 10

Total Number of LEAs (2022-23) for All Indicators: 116

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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	316	29.4%	NO	340	25.7%	NO	439	30.0%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	644	59.9%	NO	779	59.0%	NO	874	59.7%	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	751	69.8%	NO	923	69.9%	NO	1,023	69.9%	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 2020 Target	FFY 2021 Target	FFY 2022 Target
1	N/A	>=45.00%	>=46.00%
2	N/A	<=13.00%	<=12.00%
3A Reading Grade 04	N/A	>=95.00%	>=95.00%
3A Reading Grade 08	N/A	>=95.00%	>=95.00%
3A Reading Grade HS	N/A	>=95.00%	>=95.00%
3A Math Grade 04	N/A	>=95.00%	>=95.00%
3A Math Grade 08	N/A	>=95.00%	>=95.00%
3A Math Grade HS	N/A	>=95.00%	>=95.00%
3B Reading Grade 04	N/A	>=14.00%	>=20.00%
3B Reading Grade 08	N/A	>=12.00%	>=18.00%
3B Reading Grade HS	N/A	>=12.00%	>=18.00%
3B Math Grade 04	N/A	>=19.00%	>=23.00%
3B Math Grade 08	N/A	>=20.00%	>=23.00%
3B Math Grade HS	N/A	>=17.00%	>=23.00%
3C Reading Grade 04	N/A	>=91.00%	>=92.00%
3C Reading Grade 08	N/A	>=93.00%	>=93.00%
3C Reading Grade HS	N/A	>=94.00%	>=94.00%
3C Math Grade 04	N/A	>=94.00%	>=94.00%
3C Math Grade 08	N/A	>=95.00%	>=95.00%
3C Math Grade HS	N/A	>=93.00%	>=93.00%
3D Reading Grade 04	N/A	<=23.00%	<=23.00%
3D Reading Grade 08	N/A	<=36.00%	<=35.00%
3D Reading Grade HS	N/A	<=38.00%	<=37.00%
3D Math Grade 04	N/A	<=20.00%	<=20.00%
3D Math Grade 08	N/A	<=32.00%	<=31.00%
3D Math Grade HS	N/A	<=26.00%	<=26.00%
4A	N/A	<=24.00%	<=23.00%
4B	0.0%	0.00%	0.00%
5A	N/A	>=73.00%	>=73.00%
5B	N/A	<=14.00%	<=13.00%
5C	N/A	<=1.00%	<=1.00%
6A	N/A	>=27.00%	>=27.00%
6B	N/A	<=26.00%	<=25.00%
6C	N/A	<=0.85%	<=0.85%
7A1	85.0%	>=85.00%	>=86.00%
7A2	63.0%	>=63.00%	>=63.00%
7B1	84.0%	>=84.00%	>=85.00%
7B2	56.0%	>=57.00%	>=57.00%
7C1	84.0%	>=85.00%	>=85.00%

Indicator	FFY 2020 Target	FFY 2021 Target	FFY 2022 Target
<b>7C2</b>	71.0%	>=72.00%	>=72.00%
<b>8</b>	N/A	>=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>	30.0%	>=31.00%	>=31.00%
<b>14B</b>	63.0%	>=64.00%	>=64.00%
<b>14C</b>	80.0%	>=81.00%	>=81.00%