

# Region Summary Tables SPP/APR Indicators 1-14

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## Region: 06

Total Number of LEAs (2023-24) for All Indicators: 61

### Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	1,354	1,475	1,557
Graduates with IEPs	502	695	726
% Graduates with IEPs	37.1%	47.1%	46.6%
# of LEAs Meeting Target	30	35	35
% of LEAs Meeting Target	49.2%	57.4%	57.4%
# of LEAs With 'NR'	5	8	9

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### Region: 06

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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	1,354	1,475	1,557
Dropouts with IEPs	130	157	142
% Dropouts with IEPs	9.6%	10.6%	9.1%
# of LEAs Meeting Target	47	47	49
% of LEAs Meeting Target	77.1%	77.1%	80.3%
# of LEAs With 'NR'	5	8	9

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## Region: 06

Total Number of LEAs (2023-24) for All Indicators: 61

### Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	2,330	---	2,633	---	3,196	---
	Regular assessment without accommodations	261	11.2%	326	12.4%	357	11.2%
	Regular assessment with accommodations	1,793	77.0%	1,995	75.8%	2,559	80.1%
	Alternate assessment against alternate achievement standards	237	10.2%	282	10.7%	252	7.9%
	Participants	2,291	98.3%	2,603	98.9%	3,168	99.1%
	Non-participants	39	1.7%	30	1.1%	28	0.9%
	LEAs Meeting Target	53	93.0%	55	96.5%	57	98.3%
08	# of children with IEPs	1,824	---	2,016	---	2,285	---
	Advanced assessment without accommodations			21	1.0%	34	1.5%
	Regular assessment without accommodations	161	8.8%	206	10.2%	191	8.4%
	Advanced assessment with accommodations			21	1.0%	20	0.9%
	Regular assessment with accommodations	1,400	76.8%	1,511	75.0%	1,786	78.2%
	Alternate assessment against alternate achievement standards	210	11.5%	228	11.3%	221	9.7%
	Participants	1,771	97.1%	1,987	98.6%	2,252	98.6%
	Non-participants	53	2.9%	29	1.4%	33	1.4%
	LEAs Meeting Target	48	87.3%	52	96.3%	51	96.2%
HS	# of children with IEPs	2,298	---	2,440	---	2,619	---
	Advanced assessment without accommodations			15	0.6%	20	0.8%
	Regular assessment without accommodations	189	8.2%	227	9.3%	238	9.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	1,819	79.2%	1,894	77.6%	2,053	78.4%
	Alternate assessment against alternate achievement standards	209	9.1%	233	9.6%	217	8.3%
	Participants	2,217	96.5%	2,369	97.1%	2,528	96.5%
	Non-participants	81	3.5%	71	2.9%	91	3.5%
	LEAs Meeting Target	48	87.3%	50	90.9%	46	83.6%

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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	2,331	---	2,638	---	3,197	---
	Regular assessment without accommodations	271	11.6%	363	13.8%	351	11.0%
	Regular assessment with accommodations	1,782	76.5%	1,962	74.4%	2,554	79.9%
	Alternate assessment against alternate achievement standards	237	10.2%	282	10.7%	252	7.9%
	Participants	2,290	98.2%	2,607	98.8%	3,157	98.7%
	Non-participants	41	1.8%	31	1.2%	40	1.3%
	LEAs Meeting Target	54	94.7%	55	96.5%	56	96.6%
08	# of children with IEPs	1,790	---	1,970	---	2,240	---
	Advanced assessment without accommodations			3	0.2%	1	0.0%
	Regular assessment without accommodations	147	8.2%	190	9.6%	185	8.3%
	Advanced assessment with accommodations			0	0.0%	1	0.0%
	Regular assessment with accommodations	1,378	77.0%	1,525	77.4%	1,789	79.9%
	Alternate assessment against alternate achievement standards	210	11.7%	228	11.6%	221	9.9%
	Participants	1,735	96.9%	1,946	98.8%	2,197	98.1%
	Non-participants	55	3.1%	24	1.2%	43	1.9%
	LEAs Meeting Target	48	87.3%	53	98.2%	51	96.2%
HS	# of children with IEPs	2,751	---	3,004	---	3,183	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	199	7.2%	215	7.2%	257	8.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	2,026	73.7%	2,187	72.8%	2,266	71.2%
	Alternate assessment against alternate achievement standards	208	7.6%	232	7.7%	217	6.8%
	Participants	2,433	88.4%	2,634	87.7%	2,740	86.1%
	Non-participants	318	11.6%	370	12.3%	443	13.9%
	LEAs Meeting Target	28	50.9%	29	52.7%	26	47.3%

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## Region: 06

Total Number of LEAs (2023-24) for All Indicators: 61

### Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	2,054	---	2,321	---	2,916	---
	Proficient or above regular assessment without accommodations	159	47.8%	216	48.2%	224	38.5%
	Proficient or above regular assessment with accommodations	174	52.3%	232	51.8%	358	61.5%
	Total Proficients	333	16.2%	448	19.3%	582	20.0%
	LEAs Meeting Target	13	22.8%	11	19.6%	16	27.6%
08	# of children with IEPs	1,561	---	1,759	---	2,031	---
	Advanced assessment without accommodations			19	6.6%	29	9.2%
	Proficient or above regular assessment without accommodations	79	39.5%	85	29.6%	84	26.7%
	Advanced assessment with accommodations			17	5.9%	19	6.0%
	Proficient or above regular assessment with accommodations	121	60.5%	166	57.8%	183	58.1%
	Total Proficients	200	12.8%	287	16.3%	315	15.5%
	LEAs Meeting Target	10	18.2%	7	13.7%	8	15.1%
HS	# of children with IEPs	2,008	---	2,136	---	2,311	---
	Advanced assessment without accommodations			10	5.1%	13	6.5%
	Proficient or above regular assessment without accommodations	42	24.3%	42	21.4%	48	23.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	131	75.7%	144	73.5%	140	69.7%
	Total Proficients	173	8.6%	196	9.2%	201	8.7%
	LEAs Meeting Target	11	20.0%	10	18.2%	4	7.4%

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Total Number of LEAs (2023-24) for All Indicators: 61

### Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	2,053	---	2,325	---	2,905	---
	Proficient or above regular assessment without accommodations	176	42.5%	205	56.5%	218	42.5%
	Proficient or above regular assessment with accommodations	238	57.5%	158	43.5%	295	57.5%
	Total Proficients	414	20.2%	363	15.6%	513	17.7%
	LEAs Meeting Target	35	61.4%	12	21.4%	12	20.7%
08	# of children with IEPs	1,524	---	1,718	---	1,976	---
	Advanced assessment without accommodations			3	1.4%	1	0.4%
	Proficient or above regular assessment without accommodations	74	34.4%	89	42.8%	86	32.2%
	Advanced assessment with accommodations			0	0.0%	1	0.4%
	Proficient or above regular assessment with accommodations	141	65.6%	116	55.8%	179	67.0%
	Total Proficients	215	14.1%	208	12.1%	267	13.5%
	LEAs Meeting Target	26	47.3%	8	15.7%	8	15.1%
HS	# of children with IEPs	2,225	---	2,402	---	2,520	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	61	29.9%	90	26.6%	105	29.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	143	70.1%	248	73.4%	250	70.4%
	Total Proficients	204	9.2%	338	14.1%	355	14.1%
	LEAs Meeting Target	16	29.1%	17	30.9%	11	20.4%

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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	237	---	282	---	252	---
	Alternate assessment against alternate achievement standards	223	94.1%	267	94.7%	232	92.1%
	LEAs Meeting Target	29	87.9%	36	90.0%	27	77.1%
08	# of children with IEPs	210	---	228	---	221	---
	Alternate assessment against alternate achievement standards	203	96.7%	216	94.7%	217	98.2%
	LEAs Meeting Target	33	89.2%	35	89.7%	29	90.6%
HS	# of children with IEPs	209	---	233	---	217	---
	Alternate assessment against alternate achievement standards	195	93.3%	222	95.3%	197	90.8%
	LEAs Meeting Target	28	82.4%	30	85.7%	30	83.3%

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Total Number of LEAs (2023-24) for All Indicators: 61

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	237	---	282	---	252	---
	Alternate assessment against alternate achievement standards	194	81.9%	252	89.4%	221	87.7%
	LEAs Meeting Target	22	66.7%	30	75.0%	24	68.6%
08	# of children with IEPs	210	---	228	---	221	---
	Alternate assessment against alternate achievement standards	198	94.3%	210	92.1%	201	91.0%
	LEAs Meeting Target	33	89.2%	33	84.6%	27	84.4%
HS	# of children with IEPs	208	---	232	---	217	---
	Alternate assessment against alternate achievement standards	189	90.9%	220	94.8%	198	91.2%
	LEAs Meeting Target	27	79.4%	30	85.7%	28	77.8%



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## Region: 06

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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	7,017	44.5%	7,970	50.4%	7,912	49.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	333	16.2%	448	19.3%	582	20.0%
	Proficiency rate gap		28.3%		31.1%		29.6%
	LEAs Meeting Target	20	33.9%	19	32.2%	19	32.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	11,348	55.1%	11,992	58.8%	11,078	54.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	200	12.8%	287	16.3%	315	15.5%
	Proficiency rate gap		42.3%		42.5%		39.2%
	LEAs Meeting Target	26	45.6%	22	40.0%	29	52.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,072	36.9%	7,370	36.7%	7,292	35.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	173	8.6%	196	9.2%	201	8.7%
	Proficiency rate gap		28.3%		27.5%		27.2%
	LEAs Meeting Target	24	42.9%	31	55.4%	30	53.6%

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Total Number of LEAs (2023-24) for All Indicators: 61

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	8,755	55.5%	7,711	48.8%	8,234	51.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	414	20.2%	363	15.6%	513	17.7%
	Proficiency rate gap		35.3%		33.2%		33.9%
	LEAs Meeting Target	16	27.1%	26	44.1%	16	27.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	9,819	57.1%	9,929	57.7%	9,403	55.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	215	14.1%	208	12.1%	267	13.5%
	Proficiency rate gap		43.0%		45.6%		41.5%
	LEAs Meeting Target	19	33.3%	16	29.1%	23	41.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	10,750	48.7%	12,220	53.2%	11,648	52.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	204	9.2%	338	14.1%	355	14.1%
	Proficiency rate gap		39.5%		39.2%		38.2%
	LEAs Meeting Target	35	62.5%	26	46.4%	24	42.9%

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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	0	2
# of LEAs Meeting Target	61	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 06

Total Number of LEAs (2023-24) for All Indicators: 61

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	1	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	61	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 06

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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	23,588	---	26,343	---	29,936	---
5A: Inside the regular class 80% or more of the day	16,747	71.0%	19,100	72.5%	22,207	74.2%
5B: Inside the regular class less than 40% of the day	3,102	13.2%	3,442	13.1%	3,765	12.6%
5C: In separate school, residential facility or homebound or hospital	161	0.7%	125	0.5%	146	0.5%
LEAs Meeting Target 5A	36	59.0%	39	63.9%	40	65.6%
LEAs Meeting Target 5B	52	85.3%	50	82.0%	47	77.0%
LEAs Meeting Target 5C	53	86.9%	57	93.4%	51	83.6%

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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	1,160	---	1,328	---	1,503	---
6A: Attending REC & receiving majority of SPED and related services in a REC	296	25.5%	295	22.2%	305	20.3%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	267	23.0%	345	26.0%	442	29.4%
6C: Receiving special education and related services in the home	15	1.3%	20	1.5%	18	1.2%
LEAs Meeting Target 6A	35	57.4%	34	55.7%	31	50.8%
LEAs Meeting Target 6B	50	82.0%	48	78.7%	48	78.7%
LEAs Meeting Target 6C	55	90.2%	54	88.5%	54	88.5%

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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	6	0.5%	---	10	0.8%	---	8	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	113	10.2%	---	124	10.4%	---	127	10.0%	---
Improved functioning to reach a level nearer to same-aged peers	337	30.4%	---	333	27.8%	---	381	29.9%	---
Improved functioning to reach a level comparable to same-aged peers	422	38.0%	---	466	38.9%	---	455	35.7%	---
Maintained functioning at a level comparable to same-aged peers	232	20.9%	---	265	22.1%	---	303	23.8%	---
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	---	86.5%	YES	---	85.6%	YES	---	86.1%	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%	NO	---	61.0%	NO	---	59.5%	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	6	0.5%	---	7	0.6%	---	4	0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	129	11.6%	---	158	13.2%	---	151	11.9%	---
Improved functioning to reach a level nearer to same-aged peers	348	31.4%	---	369	30.8%	---	384	30.2%	---
Improved functioning to reach a level comparable to same-aged peers	437	39.4%	---	434	36.2%	---	457	35.9%	---
Maintained functioning at a level comparable to same-aged peers	190	17.1%	---	230	19.2%	---	277	21.8%	---
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	---	85.3%	YES	---	83.0%	NO	---	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	---	56.5%	YES	---	55.4%	NO	---	57.7%	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	7	0.6%	---	11	0.9%	---	14	1.1%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	104	9.4%	---	110	9.2%	---	116	9.1%	---
Improved functioning to reach a level nearer to same-aged peers	210	18.9%	---	238	19.9%	---	257	20.2%	---
Improved functioning to reach a level comparable to same-aged peers	406	36.6%	---	414	34.6%	---	417	32.8%	---
Maintained functioning at a level comparable to same-aged peers	383	34.5%	---	425	35.5%	---	469	36.8%	---
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	---	84.7%	YES	---	84.4%	NO	---	83.8%	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	---	71.1%	NO	---	70.0%	NO	---	69.6%	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	63.8%	NO	66.0%	NO	68.2%	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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### 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	3	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	61	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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### **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	6	4	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	61	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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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	4,712	7,792	7,986
# of children whose evaluations completed within State established timeline	4,647	7,372	7,494
% of children whose evaluations completed within State established timeline	98.6%	94.6%	93.8%
# of LEAs Meeting Target	53	55	45
% of LEAs Meeting Target	86.9%	90.2%	73.8%

Region: 06

Total Number of LEAs (2023-24) for All Indicators: 61

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	132	182	334
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	9	21	26
# found eligible & IEP developed & implemented by third birthday	93	149	279
# whose parent refusal caused delay in evaluation or initial services	0	2	1
# serviced in Part C less than 90 days before third birthday	30	10	12
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	94.6%
# of LEAs Meeting Target	61	61	55
% of LEAs Meeting Target	100.0%	100.0%	90.2%

Region: 06

Total Number of LEAs (2023-24) for All Indicators: 61

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	1,055	1,193	1,218
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,055	1,023	1,161
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	85.8%	95.3%
# of LEAs Meeting Target	61	60	58
% of LEAs Meeting Target	100.0%	98.4%	95.1%

Region: 06

Total Number of LEAs (2023-24) for All Indicators: 61

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	88	27.7%	NO	105	27.7%	NO	96	25.6%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	199	62.6%	NO	212	55.9%	NO	216	57.6%	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	231	72.6%	NO	266	70.2%	NO	270	72.0%	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%