

Region Summary Tables SPP/APR Indicators 1-14

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	3,675	3,905	4,176
Graduates with IEPs	1,918	2,064	2,420
% Graduates with IEPs	52.2%	52.9%	58.0%
# of LEAs Meeting Target	61	65	66
% of LEAs Meeting Target	70.9%	73.9%	75.0%
# of LEAs With 'NR'	12	12	9

Region Summary Tables SPP/APR Indicators 1-14

2

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	3,675	3,905	4,176
Dropouts with IEPs	721	761	779
% Dropouts with IEPs	19.6%	19.5%	18.7%
# of LEAs Meeting Target	54	57	50
% of LEAs Meeting Target	62.8%	64.8%	56.8%
# of LEAs With 'NR'	12	12	9

Region Summary Tables SPP/APR Indicators 1-14

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	5,604	---	6,572	---	7,595	---
	Regular assessment without accommodations	693	12.4%	861	13.1%	930	12.2%
	Regular assessment with accommodations	4,239	75.6%	4,985	75.9%	5,954	78.4%
	Alternate assessment against alternate achievement standards	622	11.1%	671	10.2%	662	8.7%
	Participants	5,554	99.1%	6,517	99.2%	7,546	99.4%
	Non-participants	50	0.9%	55	0.8%	49	0.6%
	LEAs Meeting Target	69	94.5%	75	96.2%	79	97.5%
08	# of children with IEPs	4,971	---	5,705	---	5,967	---
	Advanced assessment without accommodations			151	2.7%	203	3.4%
	Regular assessment without accommodations	466	9.4%	538	9.4%	543	9.1%
	Advanced assessment with accommodations			357	6.3%	517	8.7%
	Regular assessment with accommodations	3,897	78.4%	3,977	69.7%	4,168	69.9%
	Alternate assessment against alternate achievement standards	542	10.9%	600	10.5%	451	7.6%
	Participants	4,905	98.7%	5,623	98.6%	5,882	98.6%
	Non-participants	66	1.3%	82	1.4%	85	1.4%
	LEAs Meeting Target	72	96.0%	74	96.1%	74	93.7%
HS	# of children with IEPs	6,561	---	7,175	---	7,333	---
	Advanced assessment without accommodations			199	2.8%	268	3.7%
	Regular assessment without accommodations	510	7.8%	752	10.5%	768	10.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	5,199	79.2%	5,299	73.9%	5,482	74.8%
	Alternate assessment against alternate achievement standards	574	8.8%	589	8.2%	527	7.2%
	Participants	6,283	95.8%	6,839	95.3%	7,045	96.1%
	Non-participants	278	4.2%	336	4.7%	288	3.9%
	LEAs Meeting Target	65	84.4%	64	82.1%	62	78.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	5,624	---	6,600	---	7,623	---
	Regular assessment without accommodations	734	13.1%	902	13.7%	977	12.8%
	Regular assessment with accommodations	4,214	74.9%	4,970	75.3%	5,923	77.7%
	Alternate assessment against alternate achievement standards	622	11.1%	671	10.2%	662	8.7%
	Participants	5,570	99.0%	6,543	99.1%	7,562	99.2%
	Non-participants	54	1.0%	57	0.9%	61	0.8%
	LEAs Meeting Target	72	98.6%	74	94.9%	78	96.3%
08	# of children with IEPs	4,720	---	5,385	---	5,539	---
	Advanced assessment without accommodations			4	0.1%	9	0.2%
	Regular assessment without accommodations	397	8.4%	544	10.1%	590	10.7%
	Advanced assessment with accommodations			27	0.5%	21	0.4%
	Regular assessment with accommodations	3,695	78.3%	4,144	77.0%	4,371	78.9%
	Alternate assessment against alternate achievement standards	542	11.5%	601	11.2%	451	8.1%
	Participants	4,634	98.2%	5,320	98.8%	5,442	98.2%
	Non-participants	86	1.8%	65	1.2%	97	1.8%
	LEAs Meeting Target	72	96.0%	73	94.8%	73	92.4%
HS	# of children with IEPs	7,687	---	8,693	---	9,049	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	491	6.4%	777	8.9%	919	10.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	5,896	76.7%	6,544	75.3%	6,750	74.6%
	Alternate assessment against alternate achievement standards	582	7.6%	581	6.7%	525	5.8%
	Participants	6,969	90.7%	7,902	90.9%	8,194	90.6%
	Non-participants	718	9.3%	791	9.1%	855	9.4%
	LEAs Meeting Target	37	48.1%	41	52.6%	34	42.5%

Region Summary Tables SPP/APR Indicators 1-14

5

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	4,932	---	5,846	---	6,884	---
	Proficient or above regular assessment without accommodations	332	48.1%	475	51.6%	488	47.7%
	Proficient or above regular assessment with accommodations	359	52.0%	446	48.4%	535	52.3%
	Total Proficients	691	14.0%	921	15.8%	1,023	14.9%
	LEAs Meeting Target	18	24.7%	24	30.8%	16	19.8%
08	# of children with IEPs	4,363	---	5,023	---	5,431	---
	Advanced assessment without accommodations			93	14.0%	112	15.9%
	Proficient or above regular assessment without accommodations	162	40.7%	189	28.4%	178	25.3%
	Advanced assessment with accommodations			48	7.2%	68	9.7%
	Proficient or above regular assessment with accommodations	236	59.3%	336	50.5%	346	49.1%
	Total Proficients	398	9.1%	666	13.3%	704	13.0%
	LEAs Meeting Target	11	14.7%	12	15.6%	14	17.7%
HS	# of children with IEPs	5,709	---	6,250	---	6,518	---
	Advanced assessment without accommodations			32	6.0%	41	7.6%
	Proficient or above regular assessment without accommodations	90	18.0%	134	25.0%	107	19.8%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	409	82.0%	370	69.0%	393	72.6%
	Total Proficients	499	8.7%	536	8.6%	541	8.3%
	LEAs Meeting Target	15	19.5%	7	9.0%	4	5.1%

Region Summary Tables SPP/APR Indicators 1-14

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	4,948	---	5,872	---	6,898	---
	Proficient or above regular assessment without accommodations	446	44.8%	476	57.4%	547	50.9%
	Proficient or above regular assessment with accommodations	549	55.2%	353	42.6%	527	49.1%
	Total Proficients	995	20.1%	829	14.1%	1,074	15.6%
	LEAs Meeting Target	42	57.5%	21	26.9%	18	22.2%
08	# of children with IEPs	4,092	---	4,719	---	4,991	---
	Advanced assessment without accommodations			2	0.3%	7	1.0%
	Proficient or above regular assessment without accommodations	169	27.3%	256	39.7%	270	40.1%
	Advanced assessment with accommodations			2	0.3%	0	0.0%
	Proficient or above regular assessment with accommodations	450	72.7%	385	59.7%	396	58.8%
	Total Proficients	619	15.1%	645	13.7%	673	13.5%
	LEAs Meeting Target	43	57.3%	32	41.6%	16	20.3%
HS	# of children with IEPs	6,384	---	7,320	---	7,666	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	139	22.2%	282	29.4%	310	31.0%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	487	77.8%	677	70.6%	691	69.0%
	Total Proficients	626	9.8%	959	13.1%	1,001	13.1%
	LEAs Meeting Target	27	35.1%	19	24.4%	12	15.0%

Region Summary Tables SPP/APR Indicators 1-14

7

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	622	---	671	---	662	---
	Alternate assessment against alternate achievement standards	593	95.3%	640	95.4%	629	95.0%
	LEAs Meeting Target	42	84.0%	49	86.0%	37	74.0%
08	# of children with IEPs	542	---	600	---	451	---
	Alternate assessment against alternate achievement standards	526	97.1%	586	97.7%	420	93.1%
	LEAs Meeting Target	47	94.0%	49	90.7%	42	79.2%
HS	# of children with IEPs	574	---	589	---	527	---
	Alternate assessment against alternate achievement standards	539	93.9%	555	94.2%	499	94.7%
	LEAs Meeting Target	42	82.4%	47	87.0%	42	80.8%

Region Summary Tables SPP/APR Indicators 1-14

8

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	622	---	671	---	662	---
	Alternate assessment against alternate achievement standards	551	88.6%	615	91.7%	596	90.0%
	LEAs Meeting Target	28	56.0%	40	70.2%	31	62.0%
08	# of children with IEPs	542	---	601	---	451	---
	Alternate assessment against alternate achievement standards	511	94.3%	574	95.5%	410	90.9%
	LEAs Meeting Target	41	82.0%	47	87.0%	38	71.7%
HS	# of children with IEPs	582	---	581	---	525	---
	Alternate assessment against alternate achievement standards	534	91.8%	558	96.0%	500	95.2%
	LEAs Meeting Target	39	76.5%	46	85.2%	38	74.5%

Region Summary Tables SPP/APR Indicators 1-14

9

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	12,009	36.0%	14,133	40.5%	13,813	38.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	691	14.0%	921	15.8%	1,023	14.9%
	Proficiency rate gap		22.0%		24.8%		23.6%
	LEAs Meeting Target	34	44.7%	39	48.2%	42	51.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	18,170	41.6%	20,577	46.8%	19,577	43.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	398	9.1%	666	13.3%	704	13.0%
	Proficiency rate gap		32.5%		33.5%		30.3%
	LEAs Meeting Target	50	65.8%	36	46.8%	48	59.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	14,267	31.0%	14,072	30.3%	13,099	29.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	499	8.7%	536	8.6%	541	8.3%
	Proficiency rate gap		22.3%		21.7%		20.7%
	LEAs Meeting Target	51	65.4%	53	67.1%	54	67.5%

Region Summary Tables SPP/APR Indicators 1-14

10

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	16,808	50.0%	15,556	44.2%	16,649	45.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	995	20.1%	829	14.1%	1,074	15.6%
	Proficiency rate gap		29.9%		30.1%		30.3%
	LEAs Meeting Target	24	31.6%	32	39.5%	30	36.6%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	19,739	54.5%	19,555	52.7%	18,999	51.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	619	15.1%	645	13.7%	673	13.5%
	Proficiency rate gap		39.4%		39.1%		38.4%
	LEAs Meeting Target	34	44.7%	35	45.5%	37	45.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	22,714	44.8%	25,308	47.6%	24,167	47.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	626	9.8%	959	13.1%	1,001	13.1%
	Proficiency rate gap		35.0%		34.5%		34.4%
	LEAs Meeting Target	50	64.1%	46	58.2%	41	51.3%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	1	2	2
# of LEAs Meeting Target	85	86	88
% of LEAs Meeting Target	98.8%	97.7%	100.0%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	3	2
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	86	88	88
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	58,879	---	67,077	---	73,301	---
5A: Inside the regular class 80% or more of the day	45,725	77.7%	52,507	78.3%	58,178	79.4%
5B: Inside the regular class less than 40% of the day	7,249	12.3%	8,173	12.2%	8,805	12.0%
5C: In separate school, residential facility or homebound or hospital	782	1.3%	793	1.2%	730	1.0%
LEAs Meeting Target 5A	67	77.9%	75	85.2%	73	83.0%
LEAs Meeting Target 5B	71	82.6%	70	79.6%	62	70.5%
LEAs Meeting Target 5C	64	74.4%	70	79.6%	75	85.2%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	3,268	---	4,020	---	4,384	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,349	41.3%	1,675	41.7%	1,804	41.1%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	528	16.2%	684	17.0%	852	19.4%
6C: Receiving special education and related services in the home	30	0.9%	22	0.6%	31	0.7%
LEAs Meeting Target 6A	57	66.3%	59	67.1%	51	58.0%
LEAs Meeting Target 6B	66	76.7%	68	77.3%	62	70.5%
LEAs Meeting Target 6C	77	89.5%	81	92.1%	78	88.6%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	14	0.5%	---	14	0.5%	---	21	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	214	8.2%	---	256	9.5%	---	330	12.2%	---
Improved functioning to reach a level nearer to same-aged peers	750	28.6%	---	859	31.7%	---	774	28.7%	---
Improved functioning to reach a level comparable to same-aged peers	1,093	41.7%	---	1,044	38.6%	---	1,045	38.8%	---
Maintained functioning at a level comparable to same-aged peers	550	21.0%	---	534	19.7%	---	525	19.5%	---
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	---	89.0%	YES	---	87.6%	YES	---	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	---	62.7%	YES	---	58.3%	NO	---	58.3%	NO

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	15	0.6%	---	21	0.8%	---	25	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	237	9.0%	---	273	10.1%	---	343	12.7%	---
Improved functioning to reach a level nearer to same-aged peers	750	28.6%	---	882	32.6%	---	803	29.8%	---
Improved functioning to reach a level comparable to same-aged peers	1,138	43.4%	---	1,078	39.8%	---	1,068	39.6%	---
Maintained functioning at a level comparable to same-aged peers	481	18.4%	---	453	16.7%	---	456	16.9%	---
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	---	88.2%	YES	---	87.0%	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	---	61.8%	YES	---	56.6%	YES	---	56.5%	NO

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	12	0.5%	---	17	0.6%	---	17	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	183	7.0%	---	218	8.1%	---	295	10.9%	---
Improved functioning to reach a level nearer to same-aged peers	512	19.5%	---	594	21.9%	---	517	19.2%	---
Improved functioning to reach a level comparable to same-aged peers	1,075	41.0%	---	1,037	38.3%	---	1,016	37.7%	---
Maintained functioning at a level comparable to same-aged peers	839	32.0%	---	841	31.1%	---	850	31.5%	---
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	---	89.1%	YES	---	87.4%	YES	---	83.1%	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	---	73.0%	YES	---	69.4%	NO	---	69.2%	NO

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

Indicator 8 : Parent Involvement

Parent Involvement	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	%	Met Target	%	Met Target	%	Met Target
% of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	68.7%	NO	68.1%	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.

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	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	86	88	88
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	5	7	9
# 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	86	88	88
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	13,653	15,653	14,960
# of children whose evaluations completed within State established timeline	13,543	15,415	14,659
% of children whose evaluations completed within State established timeline	99.2%	98.5%	98.0%
# of LEAs Meeting Target	71	64	53
% of LEAs Meeting Target	82.6%	72.7%	60.2%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	879	729	1,227
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	55	82	99
# found eligible & IEP developed & implemented by third birthday	695	561	1,047
# whose parent refusal caused delay in evaluation or initial services	20	10	4
# serviced in Part C less than 90 days before third birthday	106	71	51
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.6%	99.1%	97.6%
# of LEAs Meeting Target	84	83	78
% of LEAs Meeting Target	97.7%	94.3%	88.6%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	2,312	2,492	2,429
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	2,310	2,492	2,301
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.9%	100.0%	94.7%
# of LEAs Meeting Target	85	87	83
% of LEAs Meeting Target	98.8%	98.9%	94.3%

Region: 20

Total Number of LEAs (2023-24) for All Indicators: 88

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	209	24.9%	NO	257	26.7%	NO	349	29.3%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	475	56.7%	NO	576	59.8%	NO	684	57.4%	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	582	69.5%	NO	678	70.3%	NO	800	67.2%	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%