Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	1,341	1,391	1,487
Graduates with IEPs	486	637	636
% Graduates with IEPs	36.2%	45.8%	42.8%
# of LEAs Meeting Target	35	47	45
% of LEAs Meeting Target	42.7%	57.3%	55.6%
# of LEAs With 'NR'	6	6	10

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	1,341	1,391	1,487
Dropouts with IEPs	209	206	200
% Dropouts with IEPs	15.6%	14.8%	13.4%
# of LEAs Meeting Target	65	64	67
% of LEAs Meeting Target	79.3%	78.1%	82.7%
# of LEAs With 'NR'	6	6	10

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 3A : Math Participation

Grade	Math Participation	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	2,009	- - -	2,543	- - -	2,915	- - -
	Regular assessment without accommodations	213	10.6%	318	12.5%	313	10.7%
	Regular assessment with accommodations	1,540	76.7%	1,908	75.0%	2,277	78.1%
	Alternate assessment against alternate achievement standards	244	12.2%	305	12.0%	299	10.3%
	Participants	1,997	99.4%	2,531	99.5%	2,889	99.1%
	Non-participants	12	0.6%	12	0.5%	26	0.9%
	LEAs Meeting Target	78	98.7%	78	98.7%	75	94.9%
08	# of children with IEPs	1,924	- - -	2,108	- - -	2,129	- - -
	Advanced assessment without accommodations			31	1.5%	41	1.9%
	Regular assessment without accommodations	94	4.9%	142	6.7%	168	7.9%
	Advanced assessment with accommodations			91	4.3%	124	5.8%
	Regular assessment with accommodations	1,541	80.1%	1,601	76.0%	1,589	74.6%
	Alternate assessment against alternate achievement standards	270	14.0%	217	10.3%	178	8.4%
	Participants	1,905	99.0%	2,082	98.8%	2,100	98.6%
	Non-participants	19	1.0%	26	1.2%	29	1.4%
	LEAs Meeting Target	75	97.4%	78	100.0%	73	97.3%
HS	# of children with IEPs	2,364	- - -	2,626	- - -	2,534	- - -
	Advanced assessment without accommodations			13	0.5%	25	1.0%
	Regular assessment without accommodations	174	7.4%	222	8.5%	225	8.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	1,877	79.4%	2,064	78.6%	2,050	80.9%
	Alternate assessment against alternate achievement standards	255	10.8%	265	10.1%	181	7.1%
	Participants	2,306	97.6%	2,564	97.6%	2,481	97.9%
	Non-participants	58	2.5%	62	2.4%	53	2.1%
	LEAs Meeting Target	73	94.8%	70	92.1%	73	96.1%

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY21 2021-22 #	%	FFY22 2022-23 #	%	FFY23 2023-24 #	%
04	# of children with IEPs	2,012	- - -	2,553	- - -	2,918	- - -
	Regular assessment without accommodations	216	10.7%	320	12.5%	324	11.1%
	Regular assessment with accommodations	1,536	76.3%	1,914	75.0%	2,276	78.0%
	Alternate assessment against alternate achievement standards	245	12.2%	306	12.0%	300	10.3%
	Participants	1,997	99.3%	2,540	99.5%	2,900	99.4%
	Non-participants	15	0.8%	13	0.5%	18	0.6%
	LEAs Meeting Target	78	98.7%	76	96.2%	77	97.5%
08	# of children with IEPs	1,819	- - -	1,974	- - -	1,991	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	74	4.1%	137	6.9%	170	8.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	1,454	79.9%	1,602	81.2%	1,617	81.2%
	Alternate assessment against alternate achievement standards	270	14.8%	219	11.1%	178	8.9%
	Participants	1,798	98.9%	1,958	99.2%	1,965	98.7%
	Non-participants	21	1.2%	16	0.8%	26	1.3%
	LEAs Meeting Target	76	98.7%	78	100.0%	73	97.3%
HS	# of children with IEPs	2,699	- - -	3,082	- - -	3,101	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	172	6.4%	236	7.7%	245	7.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	2,054	76.1%	2,306	74.8%	2,355	75.9%
	Alternate assessment against alternate achievement standards	258	9.6%	269	8.7%	180	5.8%
	Participants	2,484	92.0%	2,811	91.2%	2,780	89.6%
	Non-participants	215	8.0%	271	8.8%	321	10.4%
	LEAs Meeting Target	46	59.7%	44	57.9%	36	47.4%

Region Summary Tables SPP/APR Indicators 1-14
Region: 12
Total Number of LEAs (2023-24) for All Indicators: 81
Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY21 2021-22 #	%	FFY22 2022-23 #	%	FFY23 2023-24 #	%
04	# of children with IEPs	1,753	- - -	2,226	- - -	2,590	- - -
	Proficient or above regular assessment without accommodations	108	48.0%	164	54.1%	169	44.2%
	Proficient or above regular assessment with accommodations	117	52.0%	139	45.9%	213	55.8%
	Total Proficients	225	12.8%	303	13.6%	382	14.7%
	LEAs Meeting Target	20	25.3%	21	26.6%	19	24.4%
08	# of children with IEPs	1,635	- - -	1,865	- - -	1,922	- - -
	Advanced assessment without accommodations			19	8.8%	23	11.8%
	Proficient or above regular assessment without accommodations	33	27.7%	50	23.3%	31	15.9%
	Advanced assessment with accommodations			17	7.9%	28	14.4%
	Proficient or above regular assessment with accommodations	86	72.3%	129	60.0%	113	57.9%
	Total Proficients	119	7.3%	215	11.5%	195	10.1%
	LEAs Meeting Target	10	14.1%	14	18.2%	8	11.0%
HS	# of children with IEPs	2,051	- - -	2,299	- - -	2,300	- - -
	Advanced assessment without accommodations			6	3.6%	8	4.0%
	Proficient or above regular assessment without accommodations	26	14.1%	40	24.2%	43	21.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	159	86.0%	119	72.1%	149	74.5%
	Total Proficients	185	9.0%	165	7.2%	200	8.7%
	LEAs Meeting Target	22	29.0%	14	18.4%	10	13.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 3B : Reading Proficiency - Regular

Grade	Reading Proficiency - Regular	FFY21 2021-22 #	%	FFY22 2022-23 #	%	FFY23 2023-24 #	%
04	# of children with IEPs	1,752	- - -	2,234	- - -	2,600	- - -
	Proficient or above regular assessment without accommodations	129	38.9%	170	58.4%	165	43.8%
	Proficient or above regular assessment with accommodations	203	61.1%	121	41.6%	212	56.2%
	Total Proficients	332	19.0%	291	13.0%	377	14.5%
	LEAs Meeting Target	46	58.2%	23	29.1%	17	21.8%
08	# of children with IEPs	1,528	- - -	1,739	- - -	1,787	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	40	19.0%	58	26.0%	69	28.3%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	171	81.0%	165	74.0%	175	71.7%
	Total Proficients	211	13.8%	223	12.8%	244	13.7%
	LEAs Meeting Target	38	53.5%	18	23.4%	18	24.7%
HS	# of children with IEPs	2,225	- - -	2,541	- - -	2,599	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	41	21.4%	87	26.3%	102	28.0%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	151	78.7%	244	73.7%	262	72.0%
	Total Proficients	192	8.6%	331	13.0%	364	14.0%
	LEAs Meeting Target	22	29.0%	27	35.5%	19	25.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 3C : Math Proficiency - Alternate

Grade	Math Proficiency - Alternate	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	# of children with IEPs	244	- - -	305	- - -	299	- - -
	Alternate assessment against alternate achievement standards	238	97.5%	286	93.8%	283	94.6%
	LEAs Meeting Target	39	92.9%	37	80.4%	35	81.4%
08	# of children with IEPs	270	- - -	217	- - -	178	- - -
	Alternate assessment against alternate achievement standards	255	94.4%	209	96.3%	175	98.3%
	LEAs Meeting Target	36	81.8%	48	92.3%	39	97.5%
HS	# of children with IEPs	255	- - -	265	- - -	181	- - -
	Alternate assessment against alternate achievement standards	245	96.1%	251	94.7%	168	92.8%
	LEAs Meeting Target	39	90.7%	41	85.4%	35	87.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 3C : Reading Proficiency - Alternate

Grade	Reading Proficiency - Alternate	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	# of children with IEPs	245	- - -	306	- - -	300	- - -
	Alternate assessment against alternate achievement standards	227	92.7%	275	89.9%	274	91.3%
	LEAs Meeting Target	35	83.3%	33	71.7%	33	76.7%
08	# of children with IEPs	270	- - -	219	- - -	178	- - -
	Alternate assessment against alternate achievement standards	257	95.2%	202	92.2%	169	94.9%
	LEAs Meeting Target	38	86.4%	44	84.6%	35	87.5%
HS	# of children with IEPs	258	- - -	269	- - -	180	- - -
	Alternate assessment against alternate achievement standards	243	94.2%	251	93.3%	171	95.0%
	LEAs Meeting Target	37	86.1%	40	83.3%	36	85.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	4,554	36.4%	5,026	39.4%	5,106	39.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	225	12.8%	303	13.6%	382	14.7%
	Proficiency rate gap		23.5%		25.8%		24.7%
	LEAs Meeting Target	42	51.2%	38	46.3%	38	46.9%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,068	40.9%	6,972	47.0%	6,128	41.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	119	7.3%	215	11.5%	195	10.1%
	Proficiency rate gap		33.6%		35.4%		31.4%
	LEAs Meeting Target	39	48.8%	34	42.5%	44	55.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,386	33.5%	5,345	33.2%	4,956	32.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	185	9.0%	165	7.2%	200	8.7%
	Proficiency rate gap		24.4%		26.0%		23.7%
	LEAs Meeting Target	42	54.6%	41	53.3%	39	50.6%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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

Grade	Reading Gap in Proficiency Rates - All Children vs Children with IEPs	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,180	49.4%	5,458	42.8%	5,868	45.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	332	19.0%	291	13.0%	377	14.5%
	Proficiency rate gap		30.4%		29.7%		30.7%
	LEAs Meeting Target	28	34.2%	30	36.6%	31	38.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,014	53.1%	6,951	53.1%	6,604	51.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	211	13.8%	223	12.8%	244	13.7%
	Proficiency rate gap		39.3%		40.3%		38.1%
	LEAs Meeting Target	40	50.0%	28	35.0%	40	50.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,863	44.9%	8,894	49.5%	8,428	50.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	192	8.6%	331	13.0%	364	14.0%
	Proficiency rate gap		36.2%		36.5%		36.2%
	LEAs Meeting Target	37	48.1%	34	44.2%	27	35.1%

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	0
# of LEAs Meeting Target	82	82	81
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 4B : Suspension & Expulsion of Children with IEPs
- Significant Discrepancy by Race or Ethnicity

Suspension & Expulsion of Children with IEPs - Significant Discrepancy by Race or Ethnicity	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with significant discrepancy	1	1	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	82	82	81
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	22,704	- - -	25,130	- - -	27,813	- - -
5A: Inside the regular class 80% or more of the day	16,400	72.2%	18,271	72.7%	20,312	73.0%
5B: Inside the regular class less than 40% of the day	3,216	14.2%	3,586	14.3%	3,755	13.5%
5C: In separate school, residential facility or homebound or hospital	141	0.6%	114	0.5%	88	0.3%
LEAs Meeting Target 5A	51	62.2%	55	67.1%	50	61.7%
LEAs Meeting Target 5B	66	80.5%	65	79.3%	59	72.8%
LEAs Meeting Target 5C	65	79.3%	73	89.0%	76	93.8%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	901	- - -	1,087	- - -	1,192	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	125	13.9%	162	14.9%	205	17.2%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	231	25.6%	285	26.2%	306	25.7%
6C: Receiving special education and related services in the home	5	0.6%	6	0.6%	8	0.7%
LEAs Meeting Target 6A	38	46.3%	35	42.7%	33	40.7%
LEAs Meeting Target 6B	56	68.3%	53	64.6%	54	66.7%
LEAs Meeting Target 6C	78	95.1%	77	93.9%	76	93.8%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	4	0.5%	- - -	4	0.5%	- - -	2	0.2%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	155	20.6%	- - -	283	31.7%	- - -	216	21.6%	- - -
Improved functioning to reach a level nearer to same-aged peers	189	25.1%	- - -	166	18.6%	- - -	229	22.9%	- - -
Improved functioning to reach a level comparable to same-aged peers	261	34.6%	- - -	213	23.9%	- - -	289	28.9%	- - -
Maintained functioning at a level comparable to same-aged peers	145	19.2%	- - -	227	25.4%	- - -	265	26.5%	- - -
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	- - -	73.9%	NO	- - -	56.9%	NO	- - -	70.4%	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	- - -	53.9%	NO	- - -	49.3%	NO	- - -	55.3%	NO

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	2	0.3%	- - -	4	0.5%	- - -	7	0.7%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	181	24.1%	- - -	300	33.6%	- - -	223	22.3%	- - -
Improved functioning to reach a level nearer to same-aged peers	184	24.5%	- - -	183	20.5%	- - -	225	22.5%	- - -
Improved functioning to reach a level comparable to same-aged peers	282	37.6%	- - -	243	27.2%	- - -	349	34.9%	- - -
Maintained functioning at a level comparable to same-aged peers	102	13.6%	- - -	163	18.3%	- - -	197	19.7%	- - -
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	- - -	71.8%	NO	- - -	58.4%	NO	- - -	71.4%	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	- - -	51.1%	NO	- - -	45.5%	NO	- - -	54.5%	NO

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	3	0.4%	- - -	5	0.6%	- - -	3	0.3%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	124	16.5%	- - -	190	21.3%	- - -	169	16.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	117	15.5%	- - -	133	14.9%	- - -	145	14.5%	- - -
Improved functioning to reach a level comparable to same-aged peers	245	32.5%	- - -	165	18.5%	- - -	257	25.6%	- - -
Maintained functioning at a level comparable to same-aged peers	265	35.2%	- - -	400	44.8%	- - -	428	42.7%	- - -
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	- - -	74.0%	NO	- - -	60.5%	NO	- - -	70.0%	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	- - -	67.6%	NO	- - -	63.3%	NO	- - -	68.4%	NO

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	64.6%	NO	70.6%	NO	72.5%	NO

This indicator is based on surveyed respondents and may not be representative of every district included in the total number of LEAs.

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

Indicator 9 : Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services

Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	1	0	0
# 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	82	82	81
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	12	2	5
# 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	82	82	81
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14
Region: 12
Total Number of LEAs (2023-24) for All Indicators: 81
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	5,928	7,516	7,479
# of children whose evaluations completed within State established timeline	5,888	7,469	7,192
% of children whose evaluations completed within State established timeline	99.3%	99.4%	96.2%
# of LEAs Meeting Target	81	74	63
% of LEAs Meeting Target	98.8%	90.2%	77.8%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	211	205	248
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	12	15	20
# found eligible & IEP developed & implemented by third birthday	151	110	212
# whose parent refusal caused delay in evaluation or initial services	0	1	0
# serviced in Part C less than 90 days before third birthday	48	75	11
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	96.5%	97.7%
# of LEAs Meeting Target	82	80	77
% of LEAs Meeting Target	100.0%	97.6%	95.1%

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	1,212	1,241	1,214
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,212	1,241	1,168
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	96.2%
# of LEAs Meeting Target	82	82	80
% of LEAs Meeting Target	100.0%	100.0%	98.8%

Region Summary Tables SPP/APR Indicators 1-14

Region: 12

Total Number of LEAs (2023-24) for All Indicators: 81

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	65	19.7%	NO	97	26.7%	NO	104	24.1%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	179	54.2%	NO	221	60.7%	NO	244	56.5%	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	227	68.8%	NO	263	72.3%	NO	310	71.8%	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%