Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	348	357	399
Graduates with IEPs	172	169	180
% Graduates with IEPs	49.4%	47.3%	45.1%
# of LEAs Meeting Target	28	35	31
% of LEAs Meeting Target	65.1%	81.4%	72.1%
# of LEAs With 'NR'	3	8	5

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	348	357	399
Dropouts with IEPs	34	38	48
% Dropouts with IEPs	9.8%	10.6%	12.0%
# of LEAs Meeting Target	35	37	34
% of LEAs Meeting Target	81.4%	86.1%	79.1%
# of LEAs With 'NR'	3	8	5

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	744	- - -	788	- - -	960	- - -
	Regular assessment without accommodations	105	14.1%	126	16.0%	126	13.1%
	Regular assessment with accommodations	552	74.2%	571	72.5%	764	79.6%
	Alternate assessment against alternate achievement standards	76	10.2%	88	11.2%	67	7.0%
	Participants	733	98.5%	785	99.6%	957	99.7%
	Non-participants	11	1.5%	3	0.4%	3	0.3%
	LEAs Meeting Target	39	97.5%	39	100.0%	41	100.0%
08	# of children with IEPs	552	- - -	586	- - -	666	- - -
	Advanced assessment without accommodations			18	3.1%	12	1.8%
	Regular assessment without accommodations	33	6.0%	29	5.0%	32	4.8%
	Advanced assessment with accommodations			27	4.6%	31	4.7%
	Regular assessment with accommodations	456	82.6%	447	76.3%	536	80.5%
	Alternate assessment against alternate achievement standards	61	11.1%	56	9.6%	48	7.2%
	Participants	550	99.6%	577	98.5%	659	98.9%
	Non-participants	2	0.4%	9	1.5%	7	1.1%
	LEAs Meeting Target	42	100.0%	39	92.9%	40	93.0%
HS	# of children with IEPs	579	- - -	660	- - -	682	- - -
	Advanced assessment without accommodations			7	1.1%	6	0.9%
	Regular assessment without accommodations	28	4.8%	54	8.2%	49	7.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	486	83.9%	529	80.2%	565	82.8%
	Alternate assessment against alternate achievement standards	62	10.7%	60	9.1%	41	6.0%
	Participants	576	99.5%	650	98.5%	661	96.9%
	Non-participants	3	0.5%	10	1.5%	21	3.1%
	LEAs Meeting Target	40	100.0%	40	93.0%	38	90.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

Indicator 3A : Reading Participation

Grade	Reading Participation	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	744	- - -	788	- - -	971	- - -
	Regular assessment without accommodations	112	15.1%	123	15.6%	123	12.7%
	Regular assessment with accommodations	545	73.3%	573	72.7%	769	79.2%
	Alternate assessment against alternate achievement standards	76	10.2%	88	11.2%	67	6.9%
	Participants	733	98.5%	784	99.5%	959	98.8%
	Non-participants	11	1.5%	4	0.5%	12	1.2%
	LEAs Meeting Target	39	97.5%	39	100.0%	41	97.6%
08	# of children with IEPs	540	- - -	581	- - -	666	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	30	5.6%	44	7.6%	43	6.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	446	82.6%	471	81.1%	568	85.3%
	Alternate assessment against alternate achievement standards	61	11.3%	56	9.6%	48	7.2%
	Participants	537	99.4%	571	98.3%	659	98.9%
	Non-participants	3	0.6%	10	1.7%	7	1.1%
	LEAs Meeting Target	42	100.0%	41	97.6%	41	95.3%
HS	# of children with IEPs	695	- - -	791	- - -	798	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	46	6.6%	66	8.3%	67	8.4%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	562	80.9%	626	79.1%	637	79.8%
	Alternate assessment against alternate achievement standards	61	8.8%	59	7.5%	41	5.1%
	Participants	669	96.3%	751	94.9%	745	93.4%
	Non-participants	26	3.7%	40	5.1%	53	6.6%
	LEAs Meeting Target	30	75.0%	32	74.4%	29	67.4%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	657	- - -	697	- - -	890	- - -
	Proficient or above regular assessment without accommodations	40	59.7%	72	62.1%	63	58.9%
	Proficient or above regular assessment with accommodations	27	40.3%	44	37.9%	44	41.1%
	Total Proficients	67	10.2%	116	16.6%	107	12.0%
	LEAs Meeting Target	7	17.5%	12	30.8%	8	19.5%
08	# of children with IEPs	489	- - -	521	- - -	611	- - -
	Advanced assessment without accommodations			9	15.5%	5	9.6%
	Proficient or above regular assessment without accommodations	15	34.9%	13	22.4%	10	19.2%
	Advanced assessment with accommodations			5	8.6%	3	5.8%
	Proficient or above regular assessment with accommodations	28	65.1%	31	53.5%	34	65.4%
	Total Proficients	43	8.8%	58	11.1%	52	8.5%
	LEAs Meeting Target	6	14.3%	3	7.3%	8	18.6%
HS	# of children with IEPs	514	- - -	590	- - -	620	- - -
	Advanced assessment without accommodations			4	6.1%	1	2.0%
	Proficient or above regular assessment without accommodations	7	16.7%	21	31.8%	8	15.7%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	35	83.3%	41	62.1%	42	82.4%
	Total Proficients	42	8.2%	66	11.2%	51	8.2%
	LEAs Meeting Target	7	18.0%	6	14.0%	4	9.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

Indicator 3B : Reading Proficiency - Regular

Grade	Reading Proficiency - Regular	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %	FFY23 2023-24 #	FFY23 2023-24 %
04	# of children with IEPs	657	- - -	696	- - -	892	- - -
	Proficient or above regular assessment without accommodations	59	53.6%	73	57.9%	70	54.7%
	Proficient or above regular assessment with accommodations	51	46.4%	53	42.1%	58	45.3%
	Total Proficients	110	16.7%	126	18.1%	128	14.3%
	LEAs Meeting Target	17	42.5%	12	30.8%	7	16.7%
08	# of children with IEPs	476	- - -	515	- - -	611	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	16	24.2%	30	45.5%	23	26.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	50	75.8%	36	54.6%	65	73.9%
	Total Proficients	66	13.9%	66	12.8%	88	14.4%
	LEAs Meeting Target	19	45.2%	6	14.6%	9	20.9%
HS	# of children with IEPs	605	- - -	692	- - -	704	- - -
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	14	24.6%	37	30.6%	32	28.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	43	75.4%	84	69.4%	82	71.9%
	Total Proficients	57	9.4%	121	17.5%	114	16.2%
	LEAs Meeting Target	15	38.5%	15	34.9%	11	26.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

Indicator 3C : Math Proficiency - Alternate

Grade	Math Proficiency - Alternate	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	# of children with IEPs	76	- - -	88	- - -	67	- - -
	Alternate assessment against alternate achievement standards	72	94.7%	80	90.9%	56	83.6%
	LEAs Meeting Target	12	75.0%	12	66.7%	10	58.8%
08	# of children with IEPs	61	- - -	56	- - -	48	- - -
	Alternate assessment against alternate achievement standards	61	100.0%	55	98.2%	47	97.9%
	LEAs Meeting Target	15	100.0%	14	93.3%	13	100.0%
HS	# of children with IEPs	62	- - -	60	- - -	41	- - -
	Alternate assessment against alternate achievement standards	52	83.9%	57	95.0%	37	90.2%
	LEAs Meeting Target	17	81.0%	12	92.3%	7	77.8%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

Indicator 3C : Reading Proficiency - Alternate

Grade	Reading Proficiency - Alternate	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
		#	%	#	%	#	%
04	# of children with IEPs	76	- - -	88	- - -	67	- - -
	Alternate assessment against alternate achievement standards	67	88.2%	77	87.5%	56	83.6%
	LEAs Meeting Target	11	68.8%	10	55.6%	12	70.6%
08	# of children with IEPs	61	- - -	56	- - -	48	- - -
	Alternate assessment against alternate achievement standards	60	98.4%	55	98.2%	44	91.7%
	LEAs Meeting Target	14	93.3%	14	93.3%	10	76.9%
HS	# of children with IEPs	61	- - -	59	- - -	41	- - -
	Alternate assessment against alternate achievement standards	51	83.6%	52	88.1%	34	82.9%
	LEAs Meeting Target	18	85.7%	12	92.3%	8	88.9%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	1,691	33.7%	1,820	36.9%	1,862	35.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	67	10.2%	116	16.6%	107	12.0%
	Proficiency rate gap		23.5%		20.2%		23.3%
	LEAs Meeting Target	17	39.5%	18	41.9%	14	32.6%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,913	42.5%	2,091	46.0%	1,868	40.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	43	8.8%	58	11.1%	52	8.5%
	Proficiency rate gap		33.7%		34.9%		31.8%
	LEAs Meeting Target	19	44.2%	16	37.2%	26	60.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,783	40.0%	1,787	39.0%	1,732	39.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	42	8.2%	66	11.2%	51	8.2%
	Proficiency rate gap		31.9%		27.8%		31.2%
	LEAs Meeting Target	20	46.5%	16	37.2%	17	39.5%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	2,294	45.8%	2,203	44.7%	2,385	45.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	110	16.7%	126	18.1%	128	14.3%
	Proficiency rate gap		29.0%		26.6%		30.7%
	LEAs Meeting Target	17	39.5%	16	37.2%	10	23.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,371	55.0%	2,532	56.9%	2,449	53.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	66	13.9%	66	12.8%	88	14.4%
	Proficiency rate gap		41.1%		44.1%		39.5%
	LEAs Meeting Target	16	37.2%	14	32.6%	22	51.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,558	51.1%	2,969	56.6%	2,762	56.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	57	9.4%	121	17.5%	114	16.2%
	Proficiency rate gap		41.7%		39.1%		40.6%
	LEAs Meeting Target	23	53.5%	17	39.5%	16	37.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	0	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	6,775	- - -	8,225	- - -	9,499	- - -
5A: Inside the regular class 80% or more of the day	5,136	75.8%	6,386	77.6%	7,633	80.4%
5B: Inside the regular class less than 40% of the day	698	10.3%	805	9.8%	869	9.1%
5C: In separate school, residential facility or homebound or hospital	19	0.3%	18	0.2%	22	0.2%
LEAs Meeting Target 5A	29	67.4%	33	76.7%	30	69.8%
LEAs Meeting Target 5B	41	95.4%	41	95.4%	40	93.0%
LEAs Meeting Target 5C	42	97.7%	42	97.7%	40	93.0%

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	387	- - -	379	- - -	398	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	184	47.6%	160	42.2%	155	38.9%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	9	2.3%	8	2.1%	5	1.3%
6C: Receiving special education and related services in the home	2	0.5%	0	0.0%	0	0.0%
LEAs Meeting Target 6A	27	62.8%	27	62.8%	25	58.1%
LEAs Meeting Target 6B	42	97.7%	42	97.7%	42	97.7%
LEAs Meeting Target 6C	41	95.4%	43	100.0%	43	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	3	0.9%	- - -	3	0.8%	- - -	2	0.5%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	22	6.9%	- - -	30	8.3%	- - -	29	7.3%	- - -
Improved functioning to reach a level nearer to same-aged peers	90	28.3%	- - -	105	28.9%	- - -	114	28.6%	- - -
Improved functioning to reach a level comparable to same-aged peers	146	45.9%	- - -	171	47.1%	- - -	151	37.9%	- - -
Maintained functioning at a level comparable to same-aged peers	57	17.9%	- - -	54	14.9%	- - -	102	25.6%	- - -
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	- - -	90.4%	YES	- - -	89.3%	YES	- - -	89.5%	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	- - -	63.8%	YES	- - -	62.0%	NO	- - -	63.6%	YES

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	4	1.3%	- - -	2	0.6%	- - -	3	0.8%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	26	8.2%	- - -	38	10.5%	- - -	35	8.8%	- - -
Improved functioning to reach a level nearer to same-aged peers	95	29.9%	- - -	110	30.3%	- - -	117	29.4%	- - -
Improved functioning to reach a level comparable to same-aged peers	152	47.8%	- - -	169	46.6%	- - -	164	41.2%	- - -
Maintained functioning at a level comparable to same-aged peers	41	12.9%	- - -	44	12.1%	- - -	79	19.8%	- - -
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	- - -	89.2%	YES	- - -	87.5%	YES	- - -	88.1%	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	- - -	60.7%	YES	- - -	58.7%	YES	- - -	61.1%	YES

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	4	1.3%	- - -	6	1.7%	- - -		0.3%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	19	6.0%	- - -	24	6.6%	- - -	24	6.0%	- - -
Improved functioning to reach a level nearer to same-aged peers	44	13.8%	- - -	69	19.0%	- - -	77	19.3%	- - -
Improved functioning to reach a level comparable to same-aged peers	151	47.5%	- - -	148	40.8%	- - -	137	34.4%	- - -
Maintained functioning at a level comparable to same-aged peers	100	31.5%	- - -	116	32.0%	- - -	159	39.9%	- - -
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	- - -	89.5%	YES	- - -	87.9%	YES	- - -	89.5%	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	- - -	78.9%	YES	- - -	72.7%	YES	- - -	74.4%	YES

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	73.5%	NO	73.9%	NO	71.1%	NO

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

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	0	1	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	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	2	0	1
# 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	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	1,819	2,412	2,580
# of children whose evaluations completed within State established timeline	1,819	2,391	2,550
% of children whose evaluations completed within State established timeline	100.0%	99.1%	98.8%
# of LEAs Meeting Target	43	39	40
% of LEAs Meeting Target	100.0%	90.7%	93.0%

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	55	90	99
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	9	16	12
# found eligible & IEP developed & implemented by third birthday	37	64	82
# whose parent refusal caused delay in evaluation or initial services	2	1	0
# serviced in Part C less than 90 days before third birthday	7	9	5
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	100.0%
# of LEAs Meeting Target	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	343	427	399
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	343	427	399
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	100.0%
# of LEAs Meeting Target	43	43	43
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 14

Total Number of LEAs (2023-24) for All Indicators: 43

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	13	22.4%	NO	17	22.1%	NO	16	20.3%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	34	58.6%	NO	46	59.7%	NO	40	50.6%	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	41	70.7%	NO	56	72.7%	NO	52	65.8%	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%