

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

### Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	1,145	1,364	1,341
Graduates with IEPs	545	678	629
% Graduates with IEPs	47.6%	49.7%	46.9%
# of LEAs Meeting Target	14	14	15
% of LEAs Meeting Target	73.7%	73.7%	78.9%
# of LEAs With 'NR'	6	5	2

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**Region: 19**

**Total Number of LEAs (2023-24) for All Indicators: 19**

**Indicator 2 : Dropout**

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	1,145	1,364	1,341
Dropouts with IEPs	230	307	321
% Dropouts with IEPs	20.1%	22.5%	23.9%
# of LEAs Meeting Target	10	8	9
% of LEAs Meeting Target	52.6%	42.1%	47.4%
# of LEAs With 'NR'	6	5	2

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## Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

### Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	1,712	---	1,881	---	1,996	---
	Regular assessment without accommodations	190	11.1%	232	12.3%	235	11.8%
	Regular assessment with accommodations	1,326	77.5%	1,402	74.5%	1,581	79.2%
	Alternate assessment against alternate achievement standards	185	10.8%	238	12.7%	171	8.6%
	Participants	1,701	99.4%	1,872	99.5%	1,987	99.5%
	Non-participants	11	0.6%	9	0.5%	9	0.5%
	LEAs Meeting Target	14	100.0%	16	100.0%	15	100.0%
08	# of children with IEPs	1,599	---	1,590	---	1,572	---
	Advanced assessment without accommodations			63	4.0%	67	4.3%
	Regular assessment without accommodations	77	4.8%	73	4.6%	95	6.0%
	Advanced assessment with accommodations			350	22.0%	377	24.0%
	Regular assessment with accommodations	1,326	82.9%	920	57.9%	903	57.4%
	Alternate assessment against alternate achievement standards	167	10.4%	165	10.4%	108	6.9%
	Participants	1,570	98.2%	1,571	98.8%	1,550	98.6%
	Non-participants	29	1.8%	19	1.2%	22	1.4%
	LEAs Meeting Target	13	100.0%	14	93.3%	15	100.0%
HS	# of children with IEPs	2,343	---	2,054	---	1,700	---
	Advanced assessment without accommodations			26	1.3%	25	1.5%
	Regular assessment without accommodations	134	5.7%	143	7.0%	157	9.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	1,934	82.5%	1,583	77.1%	1,346	79.2%
	Alternate assessment against alternate achievement standards	168	7.2%	163	7.9%	118	6.9%
	Participants	2,236	95.4%	1,915	93.2%	1,646	96.8%
	Non-participants	107	4.6%	139	6.8%	54	3.2%
	LEAs Meeting Target	13	76.5%	12	75.0%	15	88.2%

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## Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

### Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	1,711	---	1,884	---	2,004	---
	Regular assessment without accommodations	203	11.9%	238	12.6%	253	12.6%
	Regular assessment with accommodations	1,312	76.7%	1,398	74.2%	1,561	77.9%
	Alternate assessment against alternate achievement standards	184	10.8%	238	12.6%	169	8.4%
	Participants	1,699	99.3%	1,874	99.5%	1,983	99.0%
	Non-participants	12	0.7%	10	0.5%	21	1.0%
	LEAs Meeting Target	14	100.0%	16	100.0%	15	100.0%
08	# of children with IEPs	1,575	---	1,554	---	1,513	---
	Advanced assessment without accommodations			1	0.1%	0	0.0%
	Regular assessment without accommodations	79	5.0%	119	7.7%	127	8.4%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	1,295	82.2%	1,249	80.4%	1,248	82.5%
	Alternate assessment against alternate achievement standards	167	10.6%	165	10.6%	108	7.1%
	Participants	1,541	97.8%	1,534	98.7%	1,483	98.0%
	Non-participants	34	2.2%	20	1.3%	30	2.0%
	LEAs Meeting Target	12	92.3%	14	93.3%	14	93.3%
HS	# of children with IEPs	3,045	---	3,158	---	2,984	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	126	4.1%	179	5.7%	227	7.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	2,317	76.1%	2,354	74.5%	2,053	68.8%
	Alternate assessment against alternate achievement standards	166	5.5%	162	5.1%	116	3.9%
	Participants	2,609	85.7%	2,695	85.3%	2,396	80.3%
	Non-participants	436	14.3%	463	14.7%	588	19.7%
	LEAs Meeting Target	5	29.4%	2	12.5%	2	11.8%

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## Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

### Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,516	---	1,634	---	1,816	---
	Proficient or above regular assessment without accommodations	99	42.3%	160	47.8%	147	42.4%
	Proficient or above regular assessment with accommodations	135	57.7%	175	52.2%	200	57.6%
	Total Proficients	234	15.4%	335	20.5%	347	19.1%
	LEAs Meeting Target	2	14.3%	3	18.8%	2	13.3%
08	# of children with IEPs	1,403	---	1,406	---	1,442	---
	Advanced assessment without accommodations			43	18.1%	34	12.1%
	Proficient or above regular assessment without accommodations	29	16.3%	30	12.7%	37	13.2%
	Advanced assessment with accommodations			84	35.4%	110	39.1%
	Proficient or above regular assessment with accommodations	149	83.7%	80	33.8%	100	35.6%
	Total Proficients	178	12.7%	237	16.9%	281	19.5%
	LEAs Meeting Target	3	23.1%	2	13.3%	6	40.0%
HS	# of children with IEPs	2,068	---	1,752	---	1,528	---
	Advanced assessment without accommodations			5	2.0%	5	2.6%
	Proficient or above regular assessment without accommodations	39	11.9%	34	13.3%	29	15.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	288	88.1%	217	84.8%	157	82.2%
	Total Proficients	327	15.8%	256	14.6%	191	12.5%
	LEAs Meeting Target	7	43.8%	5	31.3%	2	11.8%

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## Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

### Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,515	---	1,636	---	1,814	---
	Proficient or above regular assessment without accommodations	128	39.0%	154	53.1%	153	44.5%
	Proficient or above regular assessment with accommodations	200	61.0%	136	46.9%	191	55.5%
	Total Proficients	328	21.7%	290	17.7%	344	19.0%
	LEAs Meeting Target	10	71.4%	6	37.5%	3	20.0%
08	# of children with IEPs	1,374	---	1,369	---	1,375	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	40	17.6%	69	32.7%	72	30.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	187	82.4%	142	67.3%	167	69.9%
	Total Proficients	227	16.5%	211	15.4%	239	17.4%
	LEAs Meeting Target	6	46.2%	5	33.3%	5	33.3%
HS	# of children with IEPs	2,440	---	2,533	---	2,278	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	33	16.2%	70	22.0%	89	30.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	171	83.8%	248	78.0%	207	69.9%
	Total Proficients	204	8.4%	318	12.6%	296	13.0%
	LEAs Meeting Target	4	25.0%	5	31.3%	5	29.4%

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Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	185	---	238	---	171	---
	Alternate assessment against alternate achievement standards	179	96.8%	227	95.4%	156	91.2%
	LEAs Meeting Target	7	77.8%	8	72.7%	6	75.0%
08	# of children with IEPs	167	---	165	---	108	---
	Alternate assessment against alternate achievement standards	155	92.8%	161	97.6%	101	93.5%
	LEAs Meeting Target	6	66.7%	9	90.0%	5	62.5%
HS	# of children with IEPs	168	---	163	---	118	---
	Alternate assessment against alternate achievement standards	159	94.6%	149	91.4%	108	91.5%
	LEAs Meeting Target	6	75.0%	5	62.5%	7	70.0%

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## Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

### Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	184	---	238	---	169	---
	Alternate assessment against alternate achievement standards	168	91.3%	223	93.7%	149	88.2%
	LEAs Meeting Target	7	77.8%	8	72.7%	5	62.5%
08	# of children with IEPs	167	---	165	---	108	---
	Alternate assessment against alternate achievement standards	151	90.4%	153	92.7%	95	88.0%
	LEAs Meeting Target	5	55.6%	7	70.0%	3	37.5%
HS	# of children with IEPs	166	---	162	---	116	---
	Alternate assessment against alternate achievement standards	148	89.2%	151	93.2%	104	89.7%
	LEAs Meeting Target	2	25.0%	6	75.0%	6	60.0%



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Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	4,213	37.5%	5,135	47.1%	4,785	44.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	234	15.4%	335	20.5%	347	19.1%
	Proficiency rate gap		22.1%		26.6%		25.3%
	LEAs Meeting Target	8	50.0%	4	25.0%	6	37.5%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,651	46.4%	6,888	50.3%	6,643	50.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	178	12.7%	237	16.9%	281	19.5%
	Proficiency rate gap		33.7%		33.4%		30.6%
	LEAs Meeting Target	9	60.0%	10	62.5%	10	62.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,122	35.8%	5,317	37.4%	4,336	34.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	327	15.8%	256	14.6%	191	12.5%
	Proficiency rate gap		20.0%		22.7%		22.2%
	LEAs Meeting Target	14	82.4%	13	76.5%	9	52.9%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	5,735	51.0%	5,124	47.0%	5,472	50.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	328	21.7%	290	17.7%	344	19.0%
	Proficiency rate gap		29.4%		29.2%		31.7%
	LEAs Meeting Target	7	43.8%	7	43.8%	7	43.8%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,067	55.3%	6,900	55.7%	6,346	52.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	227	16.5%	211	15.4%	239	17.4%
	Proficiency rate gap		38.8%		40.3%		35.3%
	LEAs Meeting Target	7	46.7%	8	50.0%	9	56.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	8,311	39.2%	9,204	43.8%	8,600	45.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	204	8.4%	318	12.6%	296	13.0%
	Proficiency rate gap		30.9%		31.2%		32.4%
	LEAs Meeting Target	13	76.5%	14	82.4%	12	70.6%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	19	19	19
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	19	19	19
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	19,260	---	20,057	---	21,086	---
5A: Inside the regular class 80% or more of the day	13,342	69.3%	13,803	68.8%	14,518	68.9%
5B: Inside the regular class less than 40% of the day	3,173	16.5%	3,357	16.7%	3,496	16.6%
5C: In separate school, residential facility or homebound or hospital	125	0.7%	109	0.5%	102	0.5%
LEAs Meeting Target 5A	13	68.4%	11	57.9%	11	57.9%
LEAs Meeting Target 5B	12	63.2%	12	63.2%	11	57.9%
LEAs Meeting Target 5C	13	68.4%	14	73.7%	18	94.7%

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Total Number of LEAs (2023-24) for All Indicators: 19

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	837	---	1,028	---	1,163	---
6A: Attending REC & receiving majority of SPED and related services in a REC	232	27.7%	263	25.6%	319	27.4%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	297	35.5%	423	41.2%	479	41.2%
6C: Receiving special education and related services in the home	6	0.7%	4	0.4%	1	0.1%
LEAs Meeting Target 6A	14	73.7%	14	73.7%	13	68.4%
LEAs Meeting Target 6B	16	84.2%	13	68.4%	14	73.7%
LEAs Meeting Target 6C	17	89.5%	18	94.7%	19	100.0%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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		0.1%	---	5	0.6%	---	8	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	47	6.5%	---	163	18.6%	---	126	12.6%	---
Improved functioning to reach a level nearer to same-aged peers	250	34.8%	---	267	30.4%	---	315	31.6%	---
Improved functioning to reach a level comparable to same-aged peers	323	44.9%	---	312	35.5%	---	391	39.2%	---
Maintained functioning at a level comparable to same-aged peers	98	13.6%	---	131	14.9%	---	157	15.7%	---
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	---	92.3%	YES	---	77.5%	NO	---	84.0%	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	---	58.6%	NO	---	50.5%	NO	---	55.0%	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	2	0.3%	---	8	0.9%	---	6	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	46	6.4%	---	172	19.6%	---	126	12.6%	---
Improved functioning to reach a level nearer to same-aged peers	262	36.4%	---	276	31.4%	---	346	34.7%	---
Improved functioning to reach a level comparable to same-aged peers	339	47.2%	---	307	35.0%	---	381	38.2%	---
Maintained functioning at a level comparable to same-aged peers	70	9.7%	---	115	13.1%	---	138	13.8%	---
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	---	92.6%	YES	---	76.4%	NO	---	84.6%	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	---	56.9%	YES	---	48.1%	NO	---	52.1%	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		0.1%	---	6	0.7%	---	9	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	40	5.6%	---	135	15.4%	---	117	11.7%	---
Improved functioning to reach a level nearer to same-aged peers	174	24.2%	---	182	20.7%	---	197	19.7%	---
Improved functioning to reach a level comparable to same-aged peers	345	48.0%	---	332	37.8%	---	380	38.1%	---
Maintained functioning at a level comparable to same-aged peers	159	22.1%	---	223	25.4%	---	295	29.6%	---
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	---	92.7%	YES	---	78.5%	NO	---	82.1%	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	---	70.1%	NO	---	63.2%	NO	---	67.6%	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	66.9%	NO	75.9%	NO	75.7%	NO

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

Region: 19

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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	0	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	19	19	19
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	0	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	19	19	19
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	3,771	4,999	4,648
# of children whose evaluations completed within State established timeline	3,771	4,833	4,390
% of children whose evaluations completed within State established timeline	100.0%	96.7%	94.4%
# of LEAs Meeting Target	19	15	13
% of LEAs Meeting Target	100.0%	79.0%	68.4%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	274	280	276
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	12	5	15
# found eligible & IEP developed & implemented by third birthday	210	225	223
# whose parent refusal caused delay in evaluation or initial services	15	0	0
# serviced in Part C less than 90 days before third birthday	37	50	10
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	88.8%
# of LEAs Meeting Target	19	19	17
% of LEAs Meeting Target	100.0%	100.0%	89.5%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	853	750	840
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	835	678	823
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	97.9%	90.4%	98.0%
# of LEAs Meeting Target	17	18	17
% of LEAs Meeting Target	89.5%	94.7%	89.5%

Region: 19

Total Number of LEAs (2023-24) for All Indicators: 19

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	71	30.5%	YES	95	37.9%	YES	91	31.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	124	53.2%	NO	150	59.8%	NO	150	51.7%	NO
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	147	63.1%	NO	173	68.9%	NO	186	64.1%	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%