

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2023-24) for All Indicators: 46

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	478	417	495
Graduates with IEPs	194	217	275
% Graduates with IEPs	40.6%	52.0%	55.6%
# of LEAs Meeting Target	25	33	30
% of LEAs Meeting Target	54.4%	71.7%	65.2%
# of LEAs With 'NR'	5	5	5

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Total Number of LEAs (2023-24) for All Indicators: 46

Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	478	417	495
Dropouts with IEPs	62	41	35
% Dropouts with IEPs	13.0%	9.8%	7.1%
# of LEAs Meeting Target	39	39	38
% of LEAs Meeting Target	84.8%	84.8%	82.6%
# of LEAs With 'NR'	5	5	5

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Total Number of LEAs (2023-24) for All Indicators: 46

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	585	---	684	---	727	---
	Regular assessment without accommodations	65	11.1%	66	9.7%	74	10.2%
	Regular assessment with accommodations	457	78.1%	534	78.1%	583	80.2%
	Alternate assessment against alternate achievement standards	58	9.9%	80	11.7%	66	9.1%
	Participants	580	99.2%	680	99.4%	723	99.4%
	Non-participants	5	0.9%	4	0.6%	4	0.6%
	LEAs Meeting Target	41	91.1%	45	97.8%	42	93.3%
08	# of children with IEPs	540	---	579	---	570	---
	Advanced assessment without accommodations			8	1.4%	6	1.1%
	Regular assessment without accommodations	22	4.1%	20	3.5%	21	3.7%
	Advanced assessment with accommodations			3	0.5%	2	0.4%
	Regular assessment with accommodations	441	81.7%	475	82.0%	487	85.4%
	Alternate assessment against alternate achievement standards	69	12.8%	65	11.2%	44	7.7%
	Participants	532	98.5%	571	98.6%	560	98.2%
	Non-participants	8	1.5%	8	1.4%	10	1.8%
	LEAs Meeting Target	40	88.9%	42	93.3%	39	90.7%
HS	# of children with IEPs	621	---	653	---	667	---
	Advanced assessment without accommodations			4	0.6%	3	0.4%
	Regular assessment without accommodations	24	3.9%	31	4.8%	32	4.8%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	513	82.6%	534	81.8%	570	85.5%
	Alternate assessment against alternate achievement standards	66	10.6%	73	11.2%	54	8.1%
	Participants	603	97.1%	642	98.3%	659	98.8%
	Non-participants	18	2.9%	11	1.7%	8	1.2%
	LEAs Meeting Target	38	90.5%	37	88.1%	38	92.7%

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Indicator 3A : Reading Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	585	---	686	---	727	---
	Regular assessment without accommodations	70	12.0%	72	10.5%	75	10.3%
	Regular assessment with accommodations	451	77.1%	530	77.3%	580	79.8%
	Alternate assessment against alternate achievement standards	58	9.9%	80	11.7%	66	9.1%
	Participants	579	99.0%	682	99.4%	721	99.2%
	Non-participants	6	1.0%	4	0.6%	6	0.8%
	LEAs Meeting Target	41	91.1%	45	97.8%	43	95.6%
08	# of children with IEPs	540	---	575	---	567	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	20	3.7%	23	4.0%	21	3.7%
	Advanced assessment with accommodations			1	0.2%	0	0.0%
	Regular assessment with accommodations	444	82.2%	480	83.5%	488	86.1%
	Alternate assessment against alternate achievement standards	69	12.8%	65	11.3%	44	7.8%
	Participants	533	98.7%	569	99.0%	553	97.5%
	Non-participants	7	1.3%	6	1.0%	14	2.5%
	LEAs Meeting Target	41	91.1%	43	95.6%	39	90.7%
HS	# of children with IEPs	748	---	765	---	806	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	24	3.2%	21	2.8%	28	3.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	580	77.5%	605	79.1%	640	79.4%
	Alternate assessment against alternate achievement standards	66	8.8%	73	9.5%	53	6.6%
	Participants	670	89.6%	699	91.4%	721	89.5%
	Non-participants	78	10.4%	66	8.6%	85	10.5%
	LEAs Meeting Target	25	59.5%	25	59.5%	20	48.8%

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Total Number of LEAs (2023-24) for All Indicators: 46

Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	522	---	600	---	657	---
	Proficient or above regular assessment without accommodations	39	50.7%	39	37.1%	40	39.2%
	Proficient or above regular assessment with accommodations	38	49.4%	66	62.9%	62	60.8%
	Total Proficients	77	14.8%	105	17.5%	102	15.5%
	LEAs Meeting Target	14	31.1%	13	28.3%	10	22.2%
08	# of children with IEPs	463	---	506	---	516	---
	Advanced assessment without accommodations			5	8.2%	4	7.7%
	Proficient or above regular assessment without accommodations	10	24.4%	8	13.1%	8	15.4%
	Advanced assessment with accommodations			1	1.6%	1	1.9%
	Proficient or above regular assessment with accommodations	31	75.6%	47	77.1%	39	75.0%
	Total Proficients	41	8.9%	61	12.1%	52	10.1%
	LEAs Meeting Target	8	17.8%	10	22.7%	4	9.3%
HS	# of children with IEPs	537	---	569	---	605	---
	Advanced assessment without accommodations			1	1.9%	2	5.0%
	Proficient or above regular assessment without accommodations	8	12.7%	9	16.7%	5	12.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	55	87.3%	44	81.5%	33	82.5%
	Total Proficients	63	11.7%	54	9.5%	40	6.6%
	LEAs Meeting Target	13	31.7%	6	14.6%	3	7.3%

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Total Number of LEAs (2023-24) for All Indicators: 46

Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	521	---	602	---	655	---
	Proficient or above regular assessment without accommodations	53	45.7%	43	47.8%	51	49.0%
	Proficient or above regular assessment with accommodations	63	54.3%	47	52.2%	53	51.0%
	Total Proficients	116	22.3%	90	15.0%	104	15.9%
	LEAs Meeting Target	32	71.1%	16	34.8%	10	22.2%
08	# of children with IEPs	464	---	504	---	509	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	9	12.3%	14	23.0%	16	22.9%
	Advanced assessment with accommodations			1	1.6%	0	0.0%
	Proficient or above regular assessment with accommodations	64	87.7%	46	75.4%	54	77.1%
	Total Proficients	73	15.7%	61	12.1%	70	13.8%
	LEAs Meeting Target	20	44.4%	12	27.3%	8	18.6%
HS	# of children with IEPs	604	---	626	---	668	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	12	21.1%	11	11.5%	10	11.4%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	45	79.0%	85	88.5%	78	88.6%
	Total Proficients	57	9.4%	96	15.3%	88	13.2%
	LEAs Meeting Target	16	39.0%	16	39.0%	11	26.8%

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Total Number of LEAs (2023-24) for All Indicators: 46

Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	58	---	80	---	66	---
	Alternate assessment against alternate achievement standards	58	100.0%	75	93.8%	64	97.0%
	LEAs Meeting Target	20	100.0%	20	87.0%	22	91.7%
08	# of children with IEPs	69	---	65	---	44	---
	Alternate assessment against alternate achievement standards	68	98.6%	64	98.5%	43	97.7%
	LEAs Meeting Target	22	95.7%	26	96.3%	20	95.2%
HS	# of children with IEPs	66	---	73	---	54	---
	Alternate assessment against alternate achievement standards	63	95.5%	63	86.3%	53	98.1%
	LEAs Meeting Target	19	86.4%	25	83.3%	23	95.8%

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Total Number of LEAs (2023-24) for All Indicators: 46

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	58	---	80	---	66	---
	Alternate assessment against alternate achievement standards	56	96.6%	71	88.8%	60	90.9%
	LEAs Meeting Target	19	95.0%	19	82.6%	19	79.2%
08	# of children with IEPs	69	---	65	---	44	---
	Alternate assessment against alternate achievement standards	66	95.7%	63	96.9%	41	93.2%
	LEAs Meeting Target	20	87.0%	25	92.6%	18	85.7%
HS	# of children with IEPs	66	---	73	---	53	---
	Alternate assessment against alternate achievement standards	62	93.9%	66	90.4%	51	96.2%
	LEAs Meeting Target	19	86.4%	26	86.7%	21	91.3%

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

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,667	43.1%	1,692	44.2%	1,640	41.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	77	14.8%	105	17.5%	102	15.5%
	Proficiency rate gap		28.3%		26.7%		26.1%
	LEAs Meeting Target	18	39.1%	14	30.4%	19	41.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,148	49.3%	2,151	50.6%	2,083	49.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	41	8.9%	61	12.1%	52	10.1%
	Proficiency rate gap		40.4%		38.5%		39.1%
	LEAs Meeting Target	16	35.6%	16	35.6%	19	42.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,006	43.9%	1,837	39.8%	1,697	38.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	63	11.7%	54	9.5%	40	6.6%
	Proficiency rate gap		32.2%		30.3%		31.8%
	LEAs Meeting Target	15	35.7%	19	45.2%	16	38.1%

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Total Number of LEAs (2023-24) for All Indicators: 46

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	2,029	52.4%	1,652	43.1%	1,815	46.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	116	22.3%	90	15.0%	104	15.9%
	Proficiency rate gap		30.2%		28.1%		30.1%
	LEAs Meeting Target	19	41.3%	19	41.3%	14	30.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,342	55.6%	2,329	56.3%	2,280	56.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	73	15.7%	61	12.1%	70	13.8%
	Proficiency rate gap		39.8%		44.2%		42.4%
	LEAs Meeting Target	16	35.6%	11	24.4%	14	31.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,391	47.0%	3,005	56.2%	2,684	54.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	57	9.4%	96	15.3%	88	13.2%
	Proficiency rate gap		37.6%		40.8%		41.6%
	LEAs Meeting Target	24	57.1%	19	45.2%	11	26.2%

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Indicator 4A : Suspension & Expulsion of Children with IEPs - Significant Discrepancy

Suspension & Expulsion of Children with IEPs - Significant Discrepancy	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with significant discrepancy	0	1	0
# of LEAs Meeting Target	46	45	46
% of LEAs Meeting Target	100.0%	97.8%	100.0%

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Total Number of LEAs (2023-24) for All Indicators: 46

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	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 5 : Education Environments of Children with IEPs (School Age)

Education Environments of Children with IEPs (School Age)	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	6,930	---	7,564	---	8,069	---
5A: Inside the regular class 80% or more of the day	4,632	66.8%	5,136	67.9%	5,520	68.4%
5B: Inside the regular class less than 40% of the day	1,003	14.5%	1,078	14.3%	1,163	14.4%
5C: In separate school, residential facility or homebound or hospital	50	0.7%	40	0.5%	37	0.5%
LEAs Meeting Target 5A	25	54.4%	25	54.4%	25	54.3%
LEAs Meeting Target 5B	31	67.4%	31	67.4%	23	50.0%
LEAs Meeting Target 5C	35	76.1%	37	80.4%	39	84.8%

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Indicator 6 : Preschool Environments of Children with IEPs

Preschool Environments of Children with IEPs	FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
	#	%	#	%	#	%
Total # of students ages 3, 4, and 5 who are enrolled in a preschool program	378	---	398	---	393	---
6A: Attending REC & receiving majority of SPED and related services in a REC	88	23.3%	88	22.1%	116	29.5%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	128	33.9%	118	29.7%	117	29.8%
6C: Receiving special education and related services in the home	1	0.3%	2	0.5%	2	0.5%
LEAs Meeting Target 6A	16	34.8%	16	34.8%	26	56.5%
LEAs Meeting Target 6B	28	60.9%	27	58.7%	23	50.0%
LEAs Meeting Target 6C	45	97.8%	44	95.7%	44	95.7%

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Indicator 7A : Early Childhood Outcomes of Children with IEPs
- Positive Social-Emotional Skills

Early Childhood Outcomes of Children with IEPs - Positive Social-Emotional Skills	FFY21 2021-22			FFY22 2022-23			FFY23 2023-24		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning		0.3%	---	0	0.0%	---	2	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	31	9.3%	---	63	14.9%	---	47	11.3%	---
Improved functioning to reach a level nearer to same-aged peers	103	30.9%	---	125	29.5%	---	143	34.4%	---
Improved functioning to reach a level comparable to same-aged peers	117	35.1%	---	133	31.4%	---	149	35.8%	---
Maintained functioning at a level comparable to same-aged peers	81	24.3%	---	103	24.3%	---	75	18.0%	---
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	---	87.3%	YES	---	80.4%	NO	---	85.6%	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	---	59.5%	NO	---	55.7%	NO	---	53.8%	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		0.3%	---	0	0.0%	---		0.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	37	11.1%	---	72	17.0%	---	61	14.7%	---
Improved functioning to reach a level nearer to same-aged peers	128	38.4%	---	134	31.6%	---	148	35.6%	---
Improved functioning to reach a level comparable to same-aged peers	137	41.1%	---	159	37.5%	---	163	39.2%	---
Maintained functioning at a level comparable to same-aged peers	30	9.0%	---	59	13.9%	---	43	10.3%	---
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	---	87.5%	YES	---	80.3%	NO	---	83.4%	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	---	50.2%	NO	---	51.4%	NO	---	49.5%	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	2	0.6%	---	0	0.0%	---	0	0.0%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	27	8.1%	---	55	13.0%	---	45	10.8%	---
Improved functioning to reach a level nearer to same-aged peers	80	24.0%	---	83	19.6%	---	94	22.6%	---
Improved functioning to reach a level comparable to same-aged peers	119	35.7%	---	149	35.1%	---	158	38.0%	---
Maintained functioning at a level comparable to same-aged peers	105	31.5%	---	137	32.3%	---	119	28.6%	---
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	---	87.3%	YES	---	80.8%	NO	---	84.8%	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	---	67.3%	NO	---	67.5%	NO	---	66.6%	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	71.7%	NO	70.4%	NO	74.6%	NO

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

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

Disproportionate Representation - Racial & Ethnic Groups of Students Receiving in Special Education & Related Services	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	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	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 10 : Disproportionate Representation - Racial & Ethnic Groups
in Specific Disability Categories

Disproportionate Representation - Racial & Ethnic Groups in Specific Disability Categories	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with disproportionate representation	4	8	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	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 11 : Child Find – Timely Initial Evaluation

Child Find – Timely Initial Evaluation	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of children for whom parental consent to evaluate was received	1,877	2,040	2,253
# of children whose evaluations completed within State established timeline	1,866	2,036	2,250
% of children whose evaluations completed within State established timeline	99.4%	99.8%	99.9%
# of LEAs Meeting Target	44	45	44
% of LEAs Meeting Target	95.7%	97.8%	95.7%

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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	70	37	47
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	6	7	5
# found eligible & IEP developed & implemented by third birthday	47	22	37
# whose parent refusal caused delay in evaluation or initial services	0	1	0
# serviced in Part C less than 90 days before third birthday	17	7	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	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 08

Total Number of LEAs (2023-24) for All Indicators: 46

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	399	422	440
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	399	422	440
% 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	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 08

Total Number of LEAs (2023-24) for All Indicators: 46

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	25	32.5%	YES	24	25.5%	NO	34	27.9%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	51	66.2%	YES	49	52.1%	NO	63	51.6%	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	58	75.3%	NO	58	61.7%	NO	82	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%