

Region Summary Tables SPP/APR Indicators 1-14

Region: 07

Total Number of LEAs (2023-24) for All Indicators: 101

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	1,322	1,432	1,580
Graduates with IEPs	606	676	767
% Graduates with IEPs	45.8%	47.2%	48.5%
# of LEAs Meeting Target	59	60	55
% of LEAs Meeting Target	57.8%	59.4%	54.5%
# of LEAs With 'NR'	7	6	4

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Indicator 2 : Dropout

Dropout Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	1,322	1,432	1,580
Dropouts with IEPs	141	132	178
% Dropouts with IEPs	10.7%	9.2%	11.3%
# of LEAs Meeting Target	84	82	80
% of LEAs Meeting Target	82.4%	81.2%	79.2%
# of LEAs With 'NR'	7	6	4

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Total Number of LEAs (2023-24) for All Indicators: 101

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	1,800	---	2,045	---	2,288	---
	Regular assessment without accommodations	185	10.3%	223	10.9%	271	11.8%
	Regular assessment with accommodations	1,376	76.4%	1,572	76.9%	1,808	79.0%
	Alternate assessment against alternate achievement standards	206	11.4%	231	11.3%	177	7.7%
	Participants	1,767	98.2%	2,026	99.1%	2,256	98.6%
	Non-participants	33	1.8%	19	0.9%	32	1.4%
	LEAs Meeting Target	89	92.7%	90	94.7%	92	93.9%
08	# of children with IEPs	1,911	---	2,072	---	2,265	---
	Advanced assessment without accommodations			21	1.0%	16	0.7%
	Regular assessment without accommodations	85	4.5%	102	4.9%	124	5.5%
	Advanced assessment with accommodations			22	1.1%	24	1.1%
	Regular assessment with accommodations	1,508	78.9%	1,645	79.4%	1,884	83.2%
	Alternate assessment against alternate achievement standards	213	11.2%	216	10.4%	162	7.2%
	Participants	1,806	94.5%	2,006	96.8%	2,210	97.6%
	Non-participants	105	5.5%	66	3.2%	55	2.4%
	LEAs Meeting Target	84	84.9%	91	92.9%	90	92.8%
HS	# of children with IEPs	2,581	---	2,977	---	3,222	---
	Advanced assessment without accommodations			12	0.4%	11	0.3%
	Regular assessment without accommodations	135	5.2%	160	5.4%	219	6.8%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	2,063	79.9%	2,389	80.3%	2,626	81.5%
	Alternate assessment against alternate achievement standards	228	8.8%	242	8.1%	174	5.4%
	Participants	2,426	94.0%	2,803	94.2%	3,030	94.0%
	Non-participants	155	6.0%	174	5.8%	192	6.0%
	LEAs Meeting Target	89	92.7%	86	88.7%	80	83.3%

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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	1,797	---	2,048	---	2,292	---
	Regular assessment without accommodations	189	10.5%	277	13.5%	258	11.3%
	Regular assessment with accommodations	1,369	76.2%	1,521	74.3%	1,831	79.9%
	Alternate assessment against alternate achievement standards	206	11.5%	231	11.3%	177	7.7%
	Participants	1,764	98.2%	2,029	99.1%	2,266	98.9%
	Non-participants	33	1.8%	19	0.9%	26	1.1%
	LEAs Meeting Target	89	92.7%	92	96.8%	94	95.9%
08	# of children with IEPs	1,906	---	2,064	---	2,273	---
	Advanced assessment without accommodations			13	0.6%	1	0.0%
	Regular assessment without accommodations	85	4.5%	127	6.2%	131	5.8%
	Advanced assessment with accommodations			2	0.1%	6	0.3%
	Regular assessment with accommodations	1,497	78.5%	1,639	79.4%	1,918	84.4%
	Alternate assessment against alternate achievement standards	212	11.1%	217	10.5%	162	7.1%
	Participants	1,794	94.1%	1,998	96.8%	2,218	97.6%
	Non-participants	112	5.9%	66	3.2%	55	2.4%
	LEAs Meeting Target	84	84.9%	92	93.9%	90	92.8%
HS	# of children with IEPs	2,960	---	3,390	---	3,660	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	135	4.6%	168	5.0%	241	6.6%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	2,251	76.1%	2,625	77.4%	2,831	77.3%
	Alternate assessment against alternate achievement standards	225	7.6%	247	7.3%	174	4.8%
	Participants	2,611	88.2%	3,040	89.7%	3,246	88.7%
	Non-participants	349	11.8%	350	10.3%	414	11.3%
	LEAs Meeting Target	59	61.5%	51	52.6%	43	44.3%

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Indicator 3B : Math Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,561	---	1,795	---	2,079	---
	Proficient or above regular assessment without accommodations	89	39.9%	132	43.4%	169	46.0%
	Proficient or above regular assessment with accommodations	134	60.1%	172	56.6%	198	54.0%
	Total Proficients	223	14.3%	304	16.9%	367	17.7%
	LEAs Meeting Target	27	28.1%	33	35.1%	23	23.5%
08	# of children with IEPs	1,593	---	1,790	---	2,048	---
	Advanced assessment without accommodations			15	6.9%	13	5.5%
	Proficient or above regular assessment without accommodations	36	20.1%	40	18.4%	43	18.1%
	Advanced assessment with accommodations			10	4.6%	12	5.1%
	Proficient or above regular assessment with accommodations	143	79.9%	153	70.2%	169	71.3%
	Total Proficients	179	11.2%	218	12.2%	237	11.6%
	LEAs Meeting Target	30	30.3%	25	25.8%	20	20.8%
HS	# of children with IEPs	2,198	---	2,561	---	2,856	---
	Advanced assessment without accommodations			5	2.6%	7	4.0%
	Proficient or above regular assessment without accommodations	34	18.5%	34	17.7%	35	20.2%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	150	81.5%	153	79.7%	131	75.7%
	Total Proficients	184	8.4%	192	7.5%	173	6.1%
	LEAs Meeting Target	25	26.0%	11	11.3%	13	13.5%

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Total Number of LEAs (2023-24) for All Indicators: 101

Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,558	---	1,798	---	2,089	---
	Proficient or above regular assessment without accommodations	129	39.1%	125	50.2%	174	50.6%
	Proficient or above regular assessment with accommodations	201	60.9%	124	49.8%	170	49.4%
	Total Proficients	330	21.2%	249	13.9%	344	16.5%
	LEAs Meeting Target	66	68.8%	34	36.2%	22	22.4%
08	# of children with IEPs	1,582	---	1,781	---	2,056	---
	Advanced assessment without accommodations			6	2.6%	1	0.4%
	Proficient or above regular assessment without accommodations	50	21.7%	67	29.3%	63	23.7%
	Advanced assessment with accommodations			0	0.0%	3	1.1%
	Proficient or above regular assessment with accommodations	180	78.3%	156	68.1%	199	74.8%
	Total Proficients	230	14.5%	229	12.9%	266	12.9%
	LEAs Meeting Target	52	52.5%	32	33.0%	20	20.8%
HS	# of children with IEPs	2,385	---	2,789	---	3,068	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	44	19.6%	68	19.1%	81	21.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	180	80.4%	289	81.0%	302	78.9%
	Total Proficients	224	9.4%	357	12.8%	383	12.5%
	LEAs Meeting Target	34	35.4%	36	37.1%	24	24.7%

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Total Number of LEAs (2023-24) for All Indicators: 101

Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	206	---	231	---	177	---
	Alternate assessment against alternate achievement standards	199	96.6%	216	93.5%	164	92.7%
	LEAs Meeting Target	46	90.2%	51	83.6%	49	81.7%
08	# of children with IEPs	213	---	216	---	162	---
	Alternate assessment against alternate achievement standards	206	96.7%	212	98.2%	151	93.2%
	LEAs Meeting Target	55	93.2%	51	94.4%	50	89.3%
HS	# of children with IEPs	228	---	242	---	174	---
	Alternate assessment against alternate achievement standards	218	95.6%	223	92.2%	157	90.2%
	LEAs Meeting Target	55	88.7%	53	85.5%	42	82.4%

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Total Number of LEAs (2023-24) for All Indicators: 101

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	206	---	231	---	177	---
	Alternate assessment against alternate achievement standards	186	90.3%	213	92.2%	162	91.5%
	LEAs Meeting Target	37	72.6%	51	83.6%	48	80.0%
08	# of children with IEPs	212	---	217	---	162	---
	Alternate assessment against alternate achievement standards	196	92.5%	203	93.6%	139	85.8%
	LEAs Meeting Target	49	83.1%	42	77.8%	41	73.2%
HS	# of children with IEPs	225	---	247	---	174	---
	Alternate assessment against alternate achievement standards	206	91.6%	233	94.3%	158	90.8%
	LEAs Meeting Target	50	80.7%	54	87.1%	43	84.3%

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Total Number of LEAs (2023-24) for All Indicators: 101

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	4,881	40.4%	5,383	44.2%	5,146	42.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	223	14.3%	304	16.9%	367	17.7%
	Proficiency rate gap		26.1%		27.2%		24.3%
	LEAs Meeting Target	38	38.4%	36	36.7%	29	29.6%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	6,933	45.3%	7,447	48.6%	6,448	42.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	179	11.2%	218	12.2%	237	11.6%
	Proficiency rate gap		34.1%		36.4%		30.8%
	LEAs Meeting Target	39	39.4%	28	28.3%	42	42.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,997	34.5%	5,868	30.7%	5,395	28.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	184	8.4%	192	7.5%	173	6.1%
	Proficiency rate gap		26.2%		23.2%		22.3%
	LEAs Meeting Target	39	40.2%	44	45.4%	37	38.1%

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Total Number of LEAs (2023-24) for All Indicators: 101

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	6,204	51.3%	5,236	43.0%	5,778	47.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	330	21.2%	249	13.9%	344	16.5%
	Proficiency rate gap		30.1%		29.1%		30.5%
	LEAs Meeting Target	23	23.2%	35	35.7%	16	16.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	8,061	55.6%	8,083	54.4%	7,509	50.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	230	14.5%	229	12.9%	266	12.9%
	Proficiency rate gap		41.1%		41.6%		37.8%
	LEAs Meeting Target	29	29.3%	31	31.3%	29	29.3%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	8,529	44.6%	10,228	48.8%	9,670	47.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	224	9.4%	357	12.8%	383	12.5%
	Proficiency rate gap		35.2%		36.0%		35.0%
	LEAs Meeting Target	50	51.6%	41	42.3%	35	36.1%

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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	0	0
# of LEAs Meeting Target	102	101	101
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 07

Total Number of LEAs (2023-24) for All Indicators: 101

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	2	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	102	101	101
% 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	21,747	---	23,813	---	25,959	---
5A: Inside the regular class 80% or more of the day	14,910	68.6%	16,688	70.1%	18,842	72.6%
5B: Inside the regular class less than 40% of the day	2,758	12.7%	2,994	12.6%	3,048	11.7%
5C: In separate school, residential facility or homebound or hospital	298	1.4%	202	0.9%	199	0.8%
LEAs Meeting Target 5A	51	50.0%	48	47.5%	45	44.6%
LEAs Meeting Target 5B	78	76.5%	69	68.3%	64	63.4%
LEAs Meeting Target 5C	66	64.7%	81	80.2%	79	78.2%

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Total Number of LEAs (2023-24) for All Indicators: 101

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	873	---	947	---	1,062	---
6A: Attending REC & receiving majority of SPED and related services in a REC	157	18.0%	155	16.4%	166	15.6%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	257	29.4%	333	35.2%	399	37.6%
6C: Receiving special education and related services in the home	15	1.7%	11	1.2%	11	1.0%
LEAs Meeting Target 6A	42	41.2%	39	38.6%	33	32.7%
LEAs Meeting Target 6B	68	66.7%	67	66.3%	57	56.4%
LEAs Meeting Target 6C	92	90.2%	91	90.1%	93	92.1%

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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	5	0.5%	---	3	0.4%	---	5	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	159	17.0%	---	178	20.6%	---	202	20.5%	---
Improved functioning to reach a level nearer to same-aged peers	223	23.9%	---	201	23.2%	---	227	23.0%	---
Improved functioning to reach a level comparable to same-aged peers	304	32.5%	---	255	29.5%	---	316	32.0%	---
Maintained functioning at a level comparable to same-aged peers	244	26.1%	---	228	26.4%	---	236	23.9%	---
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	---	76.3%	NO	---	71.6%	NO	---	72.4%	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	---	58.6%	NO	---	55.8%	NO	---	56.0%	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	4	0.4%	---	3	0.4%	---	3	0.3%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	148	15.9%	---	191	22.1%	---	207	21.0%	---
Improved functioning to reach a level nearer to same-aged peers	245	26.2%	---	218	25.2%	---	249	25.3%	---
Improved functioning to reach a level comparable to same-aged peers	317	33.9%	---	276	31.9%	---	291	29.5%	---
Maintained functioning at a level comparable to same-aged peers	220	23.6%	---	177	20.5%	---	236	23.9%	---
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	---	78.7%	NO	---	71.8%	NO	---	72.0%	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	---	57.5%	YES	---	52.4%	NO	---	53.4%	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	5	0.5%	---	3	0.4%	---	6	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	127	13.6%	---	137	15.8%	---	155	15.7%	---
Improved functioning to reach a level nearer to same-aged peers	160	17.1%	---	134	15.5%	---	160	16.2%	---
Improved functioning to reach a level comparable to same-aged peers	279	29.9%	---	238	27.5%	---	266	27.0%	---
Maintained functioning at a level comparable to same-aged peers	363	38.9%	---	353	40.8%	---	399	40.5%	---
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	---	76.9%	NO	---	72.7%	NO	---	72.6%	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	---	68.7%	NO	---	68.3%	NO	---	67.4%	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	73.9%	NO	68.6%	NO	76.8%	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	2	4	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	102	101	101
% 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	12	8	6
# 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	102	101	101
% 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	4,645	5,648	5,845
# of children whose evaluations completed within State established timeline	4,638	5,591	5,830
% of children whose evaluations completed within State established timeline	99.9%	99.0%	99.7%
# of LEAs Meeting Target	99	86	91
% of LEAs Meeting Target	97.1%	85.2%	90.1%

Region: 07

Total Number of LEAs (2023-24) for All Indicators: 101

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	108	120	109
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	19	6	13
# found eligible & IEP developed & implemented by third birthday	66	83	81
# whose parent refusal caused delay in evaluation or initial services	1	0	1
# serviced in Part C less than 90 days before third birthday	22	31	12
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	100.0%	97.6%
# of LEAs Meeting Target	102	101	99
% of LEAs Meeting Target	100.0%	100.0%	98.0%

Region: 07

Total Number of LEAs (2023-24) for All Indicators: 101

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	1,300	1,411	1,478
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,300	1,409	1,474
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	99.9%	99.7%
# of LEAs Meeting Target	102	100	99
% of LEAs Meeting Target	100.0%	99.0%	98.0%

Region: 07

Total Number of LEAs (2023-24) for All Indicators: 101

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	49	18.2%	NO	83	24.6%	NO	92	22.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	139	51.5%	NO	179	53.1%	NO	219	53.4%	NO
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	163	60.4%	NO	229	68.0%	NO	266	64.9%	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%