

Region Summary Tables SPP/APR Indicators 1-14

Region: 13

Total Number of LEAs (2023-24) for All Indicators: 73

Indicator 1 : Graduation

Graduation Category	FFY 2021 Class of 2021	FFY 2022 Class of 2022	FFY 2023 Class of 2023
Students with IEPs	2,837	3,058	3,124
Graduates with IEPs	1,416	1,622	1,766
% Graduates with IEPs	49.9%	53.0%	56.5%
# of LEAs Meeting Target	51	56	53
% of LEAs Meeting Target	68.9%	75.7%	72.6%
# of LEAs With 'NR'	11	11	10

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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	2,837	3,058	3,124
Dropouts with IEPs	453	488	468
% Dropouts with IEPs	16.0%	16.0%	15.0%
# of LEAs Meeting Target	47	48	50
% of LEAs Meeting Target	63.5%	64.9%	68.5%
# of LEAs With 'NR'	11	11	10

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Total Number of LEAs (2023-24) for All Indicators: 73

Indicator 3A : Math Participation

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	4,404	---	4,990	---	5,779	---
	Regular assessment without accommodations	505	11.5%	605	12.1%	642	11.1%
	Regular assessment with accommodations	3,458	78.5%	3,879	77.7%	4,708	81.5%
	Alternate assessment against alternate achievement standards	386	8.8%	453	9.1%	360	6.2%
	Participants	4,349	98.8%	4,937	98.9%	5,710	98.8%
	Non-participants	55	1.3%	53	1.1%	69	1.2%
	LEAs Meeting Target	63	92.7%	65	95.6%	66	95.7%
08	# of children with IEPs	4,421	---	4,555	---	4,735	---
	Advanced assessment without accommodations			134	2.9%	118	2.5%
	Regular assessment without accommodations	408	9.2%	489	10.7%	469	9.9%
	Advanced assessment with accommodations			202	4.4%	274	5.8%
	Regular assessment with accommodations	3,534	79.9%	3,273	71.9%	3,488	73.7%
	Alternate assessment against alternate achievement standards	403	9.1%	365	8.0%	296	6.3%
	Participants	4,345	98.3%	4,463	98.0%	4,645	98.1%
	Non-participants	76	1.7%	92	2.0%	90	1.9%
	LEAs Meeting Target	65	100.0%	60	93.8%	61	95.3%
HS	# of children with IEPs	5,687	---	5,987	---	5,982	---
	Advanced assessment without accommodations			105	1.8%	150	2.5%
	Regular assessment without accommodations	527	9.3%	629	10.5%	688	11.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	4,451	78.3%	4,467	74.6%	4,443	74.3%
	Alternate assessment against alternate achievement standards	340	6.0%	420	7.0%	307	5.1%
	Participants	5,318	93.5%	5,621	93.9%	5,588	93.4%
	Non-participants	369	6.5%	366	6.1%	394	6.6%
	LEAs Meeting Target	47	70.2%	48	76.2%	43	68.3%

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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	4,410	---	5,011	---	5,800	---
	Regular assessment without accommodations	525	11.9%	583	11.6%	659	11.4%
	Regular assessment with accommodations	3,434	77.9%	3,921	78.3%	4,718	81.3%
	Alternate assessment against alternate achievement standards	386	8.8%	453	9.0%	360	6.2%
	Participants	4,345	98.5%	4,957	98.9%	5,737	98.9%
	Non-participants	65	1.5%	54	1.1%	63	1.1%
	LEAs Meeting Target	63	92.7%	64	94.1%	66	95.7%
08	# of children with IEPs	4,047	---	4,085	---	4,239	---
	Advanced assessment without accommodations			1	0.0%	2	0.0%
	Regular assessment without accommodations	325	8.0%	392	9.6%	472	11.1%
	Advanced assessment with accommodations			2	0.1%	9	0.2%
	Regular assessment with accommodations	3,241	80.1%	3,218	78.8%	3,388	79.9%
	Alternate assessment against alternate achievement standards	398	9.8%	364	8.9%	296	7.0%
	Participants	3,964	98.0%	3,977	97.4%	4,167	98.3%
	Non-participants	83	2.1%	108	2.6%	72	1.7%
	LEAs Meeting Target	63	96.9%	59	92.2%	62	96.9%
HS	# of children with IEPs	6,801	---	7,279	---	7,396	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Regular assessment without accommodations	539	7.9%	800	11.0%	706	9.5%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Regular assessment with accommodations	5,061	74.4%	5,115	70.3%	5,275	71.3%
	Alternate assessment against alternate achievement standards	359	5.3%	407	5.6%	308	4.2%
	Participants	5,959	87.6%	6,322	86.9%	6,289	85.0%
	Non-participants	842	12.4%	957	13.2%	1,107	15.0%
	LEAs Meeting Target	25	37.3%	21	33.3%	14	21.9%

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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	3,963	---	4,484	---	5,350	---
	Proficient or above regular assessment without accommodations	266	43.9%	393	46.1%	382	40.6%
	Proficient or above regular assessment with accommodations	340	56.1%	460	53.9%	558	59.4%
	Total Proficients	606	15.3%	853	19.0%	940	17.6%
	LEAs Meeting Target	16	23.9%	18	26.5%	14	20.3%
08	# of children with IEPs	3,942	---	4,098	---	4,349	---
	Advanced assessment without accommodations			93	13.0%	79	10.5%
	Proficient or above regular assessment without accommodations	205	37.9%	211	29.6%	219	29.2%
	Advanced assessment with accommodations			55	7.7%	78	10.4%
	Proficient or above regular assessment with accommodations	336	62.1%	355	49.7%	374	49.9%
	Total Proficients	541	13.7%	714	17.4%	750	17.2%
	LEAs Meeting Target	15	23.1%	15	23.4%	19	29.7%
HS	# of children with IEPs	4,978	---	5,201	---	5,281	---
	Advanced assessment without accommodations			53	10.5%	53	11.3%
	Proficient or above regular assessment without accommodations	89	20.5%	93	18.5%	99	21.1%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	345	79.5%	357	71.0%	318	67.7%
	Total Proficients	434	8.7%	503	9.7%	470	8.9%
	LEAs Meeting Target	13	19.7%	5	8.1%	7	11.1%

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Total Number of LEAs (2023-24) for All Indicators: 73

Indicator 3B : Reading Proficiency - Regular

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	3,959	---	4,504	---	5,376	---
	Proficient or above regular assessment without accommodations	345	37.0%	394	45.3%	424	38.4%
	Proficient or above regular assessment with accommodations	588	63.0%	475	54.7%	681	61.6%
	Total Proficients	933	23.6%	869	19.3%	1,105	20.6%
	LEAs Meeting Target	42	62.7%	26	38.2%	16	23.2%
08	# of children with IEPs	3,566	---	3,613	---	3,871	---
	Advanced assessment without accommodations			1	0.2%	2	0.3%
	Proficient or above regular assessment without accommodations	177	29.3%	215	33.1%	265	37.4%
	Advanced assessment with accommodations			1	0.2%	4	0.6%
	Proficient or above regular assessment with accommodations	427	70.7%	433	66.6%	437	61.7%
	Total Proficients	604	16.9%	650	18.0%	708	18.3%
	LEAs Meeting Target	33	50.8%	27	42.2%	16	25.0%
HS	# of children with IEPs	5,598	---	5,907	---	5,979	---
	Advanced assessment without accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment without accommodations	171	27.0%	316	32.4%	297	28.9%
	Advanced assessment with accommodations			0	0.0%	0	0.0%
	Proficient or above regular assessment with accommodations	463	73.0%	659	67.6%	731	71.1%
	Total Proficients	634	11.3%	975	16.5%	1,028	17.2%
	LEAs Meeting Target	19	28.8%	25	40.3%	16	25.0%

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Indicator 3C : Math Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	386	---	453	---	360	---
	Alternate assessment against alternate achievement standards	365	94.6%	422	93.2%	316	87.8%
	LEAs Meeting Target	43	86.0%	35	79.6%	33	75.0%
08	# of children with IEPs	403	---	365	---	296	---
	Alternate assessment against alternate achievement standards	377	93.6%	347	95.1%	280	94.6%
	LEAs Meeting Target	42	79.3%	36	80.0%	31	81.6%
HS	# of children with IEPs	340	---	420	---	307	---
	Alternate assessment against alternate achievement standards	321	94.4%	385	91.7%	282	91.9%
	LEAs Meeting Target	38	84.4%	37	78.7%	35	81.4%

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Total Number of LEAs (2023-24) for All Indicators: 73

Indicator 3C : Reading Proficiency - Alternate

		FFY21 2021-22		FFY22 2022-23		FFY23 2023-24	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	386	---	453	---	360	---
	Alternate assessment against alternate achievement standards	325	84.2%	398	87.9%	300	83.3%
	LEAs Meeting Target	32	64.0%	27	61.4%	30	68.2%
08	# of children with IEPs	398	---	364	---	296	---
	Alternate assessment against alternate achievement standards	361	90.7%	322	88.5%	257	86.8%
	LEAs Meeting Target	37	69.8%	30	66.7%	25	65.8%
HS	# of children with IEPs	359	---	407	---	308	---
	Alternate assessment against alternate achievement standards	331	92.2%	374	91.9%	273	88.6%
	LEAs Meeting Target	34	75.6%	34	72.3%	28	65.1%

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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	11,592	42.3%	12,574	46.6%	12,064	43.0%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	606	15.3%	853	19.0%	940	17.6%
	Proficiency rate gap		27.0%		27.6%		25.4%
	LEAs Meeting Target	29	40.9%	36	51.4%	27	39.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	20,573	51.6%	22,781	57.5%	21,354	53.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	541	13.7%	714	17.4%	750	17.2%
	Proficiency rate gap		37.9%		40.0%		36.4%
	LEAs Meeting Target	35	51.5%	27	40.9%	31	47.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	12,178	33.2%	12,219	34.0%	12,456	35.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	434	8.7%	503	9.7%	470	8.9%
	Proficiency rate gap		24.5%		24.4%		26.2%
	LEAs Meeting Target	42	62.7%	47	71.2%	42	64.6%

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Total Number of LEAs (2023-24) for All Indicators: 73

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	15,376	56.0%	14,242	51.8%	15,003	52.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	933	23.6%	869	19.3%	1,105	20.6%
	Proficiency rate gap		32.5%		32.5%		31.9%
	LEAs Meeting Target	24	33.8%	33	47.8%	21	30.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	17,445	58.6%	16,973	59.0%	16,562	57.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	604	16.9%	650	18.0%	708	18.3%
	Proficiency rate gap		41.6%		41.0%		38.8%
	LEAs Meeting Target	28	41.2%	26	39.4%	29	43.9%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	20,634	49.0%	21,750	52.5%	20,534	51.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	634	11.3%	975	16.5%	1,028	17.2%
	Proficiency rate gap		37.6%		36.0%		34.6%
	LEAs Meeting Target	39	58.2%	39	60.0%	37	57.8%

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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	1	5	4
# of LEAs Meeting Target	73	69	73
% of LEAs Meeting Target	98.7%	93.2%	100.0%

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Total Number of LEAs (2023-24) for All Indicators: 73

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

Suspension & Expulsion of Children with IEPs - Significant Discrepancy by Race or Ethnicity	FFY 2021 2021-22	FFY 2022 2022-23	FFY 2023 2023-24
# of LEAs with significant discrepancy	1	4	2
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	74	74	73
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2023-24) for All Indicators: 73

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	47,862	---	50,658	---	56,474	---
5A: Inside the regular class 80% or more of the day	35,128	73.4%	38,324	75.7%	43,009	76.2%
5B: Inside the regular class less than 40% of the day	4,668	9.8%	4,663	9.2%	4,996	8.8%
5C: In separate school, residential facility or homebound or hospital	953	2.0%	787	1.6%	870	1.5%
LEAs Meeting Target 5A	50	67.6%	56	75.7%	53	72.6%
LEAs Meeting Target 5B	70	94.6%	70	94.6%	65	89.0%
LEAs Meeting Target 5C	59	79.7%	65	87.8%	65	89.0%

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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	2,118	---	2,484	---	2,864	---
6A: Attending REC & receiving majority of SPED and related services in a REC	571	27.0%	639	25.7%	743	25.9%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	642	30.3%	749	30.2%	919	32.1%
6C: Receiving special education and related services in the home	21	1.0%	19	0.8%	13	0.5%
LEAs Meeting Target 6A	45	60.8%	44	59.5%	44	60.3%
LEAs Meeting Target 6B	55	74.3%	51	68.9%	49	67.1%
LEAs Meeting Target 6C	63	85.1%	65	87.8%	67	91.8%

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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	12	0.7%	---	9	0.5%	---	3	0.1%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	178	10.1%	---	183	9.7%	---	242	11.4%	---
Improved functioning to reach a level nearer to same-aged peers	513	29.0%	---	561	29.7%	---	683	32.1%	---
Improved functioning to reach a level comparable to same-aged peers	646	36.5%	---	715	37.8%	---	731	34.3%	---
Maintained functioning at a level comparable to same-aged peers	421	23.8%	---	422	22.3%	---	471	22.1%	---
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	---	85.9%	YES	---	86.9%	YES	---	85.2%	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	---	60.3%	NO	---	60.2%	NO	---	56.4%	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	12	0.7%	---	6	0.3%	---	8	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	216	12.2%	---	242	12.8%	---	293	13.7%	---
Improved functioning to reach a level nearer to same-aged peers	526	29.8%	---	530	28.0%	---	634	29.8%	---
Improved functioning to reach a level comparable to same-aged peers	673	38.1%	---	711	37.6%	---	755	35.4%	---
Maintained functioning at a level comparable to same-aged peers	341	19.3%	---	401	21.2%	---	441	20.7%	---
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	---	84.0%	YES	---	83.3%	NO	---	82.2%	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	---	57.4%	YES	---	58.8%	YES	---	56.1%	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	9	0.5%	---	10	0.5%	---	5	0.2%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	151	8.5%	---	153	8.1%	---	201	9.4%	---
Improved functioning to reach a level nearer to same-aged peers	278	15.7%	---	308	16.3%	---	406	19.1%	---
Improved functioning to reach a level comparable to same-aged peers	680	38.4%	---	689	36.5%	---	735	34.5%	---
Maintained functioning at a level comparable to same-aged peers	651	36.8%	---	730	38.6%	---	784	36.8%	---
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	---	85.7%	YES	---	86.0%	YES	---	84.7%	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	---	75.2%	YES	---	75.1%	YES	---	71.3%	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	63.9%	NO	63.8%	NO	67.3%	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	2	5
# of LEAs with disproportionate representation that is the result of inappropriate identification	0	0	0
% of LEAs with disproportionate representation that is the result of inappropriate identification	0.0%	0.0%	0.0%
# of LEAs Meeting Target	74	74	73
% 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	15	13	13
# 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	74	74	73
% 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	11,772	14,857	16,065
# of children whose evaluations completed within State established timeline	11,731	13,025	14,935
% of children whose evaluations completed within State established timeline	99.7%	87.7%	93.0%
# of LEAs Meeting Target	64	49	38
% of LEAs Meeting Target	86.5%	66.2%	52.1%

Region: 13

Total Number of LEAs (2023-24) for All Indicators: 73

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	396	347	681
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	48	13	68
# found eligible & IEP developed & implemented by third birthday	305	235	519
# whose parent refusal caused delay in evaluation or initial services	4	2	3
# serviced in Part C less than 90 days before third birthday	39	88	29
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	100.0%	96.3%	89.3%
# of LEAs Meeting Target	74	71	64
% of LEAs Meeting Target	100.0%	96.0%	87.7%

Region: 13

Total Number of LEAs (2023-24) for All Indicators: 73

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	1,984	2,033	2,058
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,979	2,020	1,650
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.8%	99.4%	80.2%
# of LEAs Meeting Target	73	70	58
% of LEAs Meeting Target	98.7%	94.6%	79.5%

Region: 13

Total Number of LEAs (2023-24) for All Indicators: 73

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	166	26.5%	NO	207	27.8%	NO	208	24.8%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	395	63.1%	NO	466	62.6%	NO	475	56.7%	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	479	76.5%	NO	572	76.8%	NO	591	70.5%	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%