

Region Summary Tables SPP/APR Indicators 1-14

Region: 06

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	1,431	1,354	1,475
Graduates with IEPs	445	502	695
% Graduates with IEPs	31.1%	37.1%	47.1%
# of LEAs Meeting Target	N/A	30	35
% of LEAs Meeting Target	N/A	49.2%	57.4%
# of LEAs With 'N/A'	N/A	5	8

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Indicator 2 : Dropout

Dropout Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	1,435	1,354	1,475
Dropouts with IEPs	298	130	157
% Dropouts with IEPs	20.8%	9.6%	10.6%
# of LEAs Meeting Target	N/A	47	47
% of LEAs Meeting Target	N/A	77.1%	77.1%
# of LEAs With 'N/A'	N/A	5	8

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Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	1,955	---	2,330	---	2,633	---
	Regular assessment without accommodations	248	12.7%	261	11.2%	326	12.4%
	Regular assessment with accommodations	1,410	72.1%	1,793	77.0%	1,995	75.8%
	Alternate assessment against alternate achievement standards	181	9.3%	237	10.2%	282	10.7%
	Participants	1,839	94.1%	2,291	98.3%	2,603	98.9%
	Non-participants	116	5.9%	39	1.7%	30	1.1%
	LEAs Meeting Target	N/A	N/A	53	93.0%	55	96.5%
08	# of children with IEPs	1,640	---	1,824	---	2,016	---
	Advanced assessment without accommodations					21	1.0%
	Regular assessment without accommodations	131	8.0%	161	8.8%	206	10.2%
	Advanced assessment with accommodations					21	1.0%
	Regular assessment with accommodations	1,200	73.2%	1,400	76.8%	1,511	75.0%
	Alternate assessment against alternate achievement standards	168	10.2%	210	11.5%	228	11.3%
	Participants	1,499	91.4%	1,771	97.1%	1,987	98.6%
	Non-participants	141	8.6%	53	2.9%	29	1.4%
	LEAs Meeting Target	N/A	N/A	48	87.3%	52	96.3%
HS	# of children with IEPs	1,673	---	2,298	---	2,440	---
	Advanced assessment without accommodations					15	0.6%
	Regular assessment without accommodations	143	8.6%	189	8.2%	227	9.3%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,190	71.1%	1,819	79.2%	1,894	77.6%
	Alternate assessment against alternate achievement standards	181	10.8%	209	9.1%	233	9.6%
	Participants	1,514	90.5%	2,217	96.5%	2,369	97.1%
	Non-participants	159	9.5%	81	3.5%	71	2.9%
	LEAs Meeting Target	N/A	N/A	48	87.3%	50	90.9%

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Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	1,963	---	2,331	---	2,638	---
	Regular assessment without accommodations	250	12.7%	271	11.6%	363	13.8%
	Regular assessment with accommodations	1,405	71.6%	1,782	76.5%	1,962	74.4%
	Alternate assessment against alternate achievement standards	182	9.3%	237	10.2%	282	10.7%
	Participants	1,837	93.6%	2,290	98.2%	2,607	98.8%
	Non-participants	126	6.4%	41	1.8%	31	1.2%
	LEAs Meeting Target	N/A	N/A	54	94.7%	55	96.5%
08	# of children with IEPs	1,612	---	1,790	---	1,970	---
	Advanced assessment without accommodations					3	0.2%
	Regular assessment without accommodations	118	7.3%	147	8.2%	190	9.6%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,196	74.2%	1,378	77.0%	1,525	77.4%
	Alternate assessment against alternate achievement standards	167	10.4%	210	11.7%	228	11.6%
	Participants	1,481	91.9%	1,735	96.9%	1,946	98.8%
	Non-participants	131	8.1%	55	3.1%	24	1.2%
	LEAs Meeting Target	N/A	N/A	48	87.3%	53	98.2%
HS	# of children with IEPs	2,040	---	2,751	---	3,004	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	152	7.5%	199	7.2%	215	7.2%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	1,315	64.5%	2,026	73.7%	2,187	72.8%
	Alternate assessment against alternate achievement standards	182	8.9%	208	7.6%	232	7.7%
	Participants	1,649	80.8%	2,433	88.4%	2,634	87.7%
	Non-participants	391	19.2%	318	11.6%	370	12.3%
	LEAs Meeting Target	N/A	N/A	28	50.9%	29	52.7%

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Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,658	---	2,054	---	2,321	---
	Proficient or above regular assessment without accommodations	143	50.2%	159	47.8%	216	48.2%
	Proficient or above regular assessment with accommodations	142	49.8%	174	52.3%	232	51.8%
	Total Proficients	285	17.2%	333	16.2%	448	19.3%
	LEAs Meeting Target	N/A	N/A	13	22.8%	11	19.6%
08	# of children with IEPs	1,331	---	1,561	---	1,759	---
	Advanced assessment without accommodations					19	6.6%
	Proficient or above regular assessment without accommodations	63	35.0%	79	39.5%	85	29.6%
	Advanced assessment with accommodations					17	5.9%
	Proficient or above regular assessment with accommodations	117	65.0%	121	60.5%	166	57.8%
	Total Proficients	180	13.5%	200	12.8%	287	16.3%
	LEAs Meeting Target	N/A	N/A	10	18.2%	7	13.7%
HS	# of children with IEPs	1,333	---	2,008	---	2,136	---
	Advanced assessment without accommodations					10	5.1%
	Proficient or above regular assessment without accommodations	28	22.6%	42	24.3%	42	21.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	96	77.4%	131	75.7%	144	73.5%
	Total Proficients	124	9.3%	173	8.6%	196	9.2%
	LEAs Meeting Target	N/A	N/A	11	20.0%	10	18.2%

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Indicator 3B : Reading Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	1,655	---	2,053	---	2,325	---
	Proficient or above regular assessment without accommodations	115	59.9%	176	42.5%	205	56.5%
	Proficient or above regular assessment with accommodations	77	40.1%	238	57.5%	158	43.5%
	Total Proficients	192	11.6%	414	20.2%	363	15.6%
	LEAs Meeting Target	N/A	N/A	35	61.4%	12	21.4%
08	# of children with IEPs	1,314	---	1,524	---	1,718	---
	Advanced assessment without accommodations					3	1.4%
	Proficient or above regular assessment without accommodations	57	41.9%	74	34.4%	89	42.8%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	79	58.1%	141	65.6%	116	55.8%
	Total Proficients	136	10.4%	215	14.1%	208	12.1%
	LEAs Meeting Target	N/A	N/A	26	47.3%	8	15.7%
HS	# of children with IEPs	1,466	---	2,225	---	2,402	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	50	31.9%	61	29.9%	90	26.6%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	107	68.2%	143	70.1%	248	73.4%
	Total Proficients	157	10.7%	204	9.2%	338	14.1%
	LEAs Meeting Target	N/A	N/A	16	29.1%	17	30.9%

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Indicator 3C : Math Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	181	---	237	---	282	---
	Alternate assessment against alternate achievement standards	170	93.9%	223	94.1%	267	94.7%
	LEAs Meeting Target	N/A	N/A	29	87.9%	36	90.0%
08	# of children with IEPs	168	---	210	---	228	---
	Alternate assessment against alternate achievement standards	164	97.6%	203	96.7%	216	94.7%
	LEAs Meeting Target	N/A	N/A	33	89.2%	35	89.7%
HS	# of children with IEPs	181	---	209	---	233	---
	Alternate assessment against alternate achievement standards	165	91.2%	195	93.3%	222	95.3%
	LEAs Meeting Target	N/A	N/A	28	82.4%	30	85.7%

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Indicator 3C : Reading Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	182	---	237	---	282	---
	Alternate assessment against alternate achievement standards	155	85.2%	194	81.9%	252	89.4%
	LEAs Meeting Target	N/A	N/A	22	66.7%	30	75.0%
08	# of children with IEPs	167	---	210	---	228	---
	Alternate assessment against alternate achievement standards	161	96.4%	198	94.3%	210	92.1%
	LEAs Meeting Target	N/A	N/A	33	89.2%	33	84.6%
HS	# of children with IEPs	182	---	208	---	232	---
	Alternate assessment against alternate achievement standards	176	96.7%	189	90.9%	220	94.8%
	LEAs Meeting Target	N/A	N/A	27	79.4%	30	85.7%

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

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
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	6,233	44.7%	7,017	44.5%	7,970	50.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	285	17.2%	333	16.2%	448	19.3%
	Proficiency rate gap		27.5%		28.3%		31.1%
	LEAs Meeting Target	N/A	N/A	20	33.9%	19	32.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	10,415	56.9%	11,348	55.1%	11,992	58.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	180	13.5%	200	12.8%	287	16.3%
	Proficiency rate gap		43.4%		42.3%		42.5%
	LEAs Meeting Target	N/A	N/A	26	45.6%	22	40.0%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	5,926	40.1%	7,072	36.9%	7,370	36.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	124	9.3%	173	8.6%	196	9.2%
	Proficiency rate gap		30.8%		28.3%		27.5%
	LEAs Meeting Target	N/A	N/A	24	42.9%	31	55.4%

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

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
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	5,487	39.4%	8,755	55.5%	7,711	48.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	192	11.6%	414	20.2%	363	15.6%
	Proficiency rate gap		27.8%		35.3%		33.2%
	LEAs Meeting Target	N/A	N/A	16	27.1%	26	44.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	7,235	48.7%	9,819	57.1%	9,929	57.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	136	10.4%	215	14.1%	208	12.1%
	Proficiency rate gap		38.4%		43.0%		45.6%
	LEAs Meeting Target	N/A	N/A	19	33.3%	16	29.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	9,247	52.1%	10,750	48.7%	12,220	53.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	157	10.7%	204	9.2%	338	14.1%
	Proficiency rate gap		41.4%		39.5%		39.2%
	LEAs Meeting Target	N/A	N/A	35	62.5%	26	46.4%

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

Suspension & Expulsion of Children with IEPs - Significant Discrepancy	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	0	0	0
# of LEAs Meeting Target	62	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 06

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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 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with significant discrepancy	0	0	1
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	62	61	61
% 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)	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students aged 5 who are enrolled in kindergarten and ages 6 through 21	21,223	---	23,588	---	26,343	---
5A: Inside the regular class 80% or more of the day	14,816	69.8%	16,747	71.0%	19,100	72.5%
5B: Inside the regular class less than 40% of the day	2,862	13.5%	3,102	13.2%	3,442	13.1%
5C: In separate school, residential facility or homebound or hospital	118	0.6%	161	0.7%	125	0.5%
LEAs Meeting Target 5A	N/A	N/A	36	59.0%	39	63.9%
LEAs Meeting Target 5B	N/A	N/A	52	85.3%	50	82.0%
LEAs Meeting Target 5C	N/A	N/A	53	86.9%	57	93.4%

Indicator 5 reporting requirements for including 5-year-old students enrolled in kindergarten became mandatory in 2021.

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Indicator 6 : Preschool Environments of Children with IEPS

Preschool Environments of Children with IEPS	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	#	%	#	%	#	%
Total # of students ages 3, 4, and 5 who are enrolled in a preschool program	1,176	---	1,160	---	1,328	---
6A: Attending REC & receiving majority of SPED and related services in a REC	291	24.7%	296	25.5%	295	22.2%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	270	23.0%	267	23.0%	345	26.0%
6C: Receiving special education and related services in the home	15	1.3%	15	1.3%	20	1.5%
LEAs Meeting Target 6A	N/A	N/A	35	57.4%	34	55.7%
LEAs Meeting Target 6B	N/A	N/A	50	82.0%	48	78.7%
LEAs Meeting Target 6C	N/A	N/A	55	90.2%	54	88.5%

Indicator 6 reporting requirements for excluding 5-year-old students enrolled in kindergarten became mandatory in 2021.

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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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	14	1.5%	---	6	0.5%	---	10	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	107	11.1%	---	113	10.2%	---	124	10.4%	---
Improved functioning to reach a level nearer to same-aged peers	271	28.0%	---	337	30.4%	---	333	27.8%	---
Improved functioning to reach a level comparable to same-aged peers	364	37.6%	---	422	38.0%	---	466	38.9%	---
Maintained functioning at a level comparable to same-aged peers	211	21.8%	---	232	20.9%	---	265	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	---	84.0%	NO	---	86.5%	YES	---	85.6%	YES
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	59.5%	NO	---	58.9%	NO	---	61.0%	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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	6	0.6%	---	6	0.5%	---	7	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	130	13.4%	---	129	11.6%	---	158	13.2%	---
Improved functioning to reach a level nearer to same-aged peers	290	30.0%	---	348	31.4%	---	369	30.8%	---
Improved functioning to reach a level comparable to same-aged peers	366	37.9%	---	437	39.4%	---	434	36.2%	---
Maintained functioning at a level comparable to same-aged peers	175	18.1%	---	190	17.1%	---	230	19.2%	---
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	---	82.8%	NO	---	85.3%	YES	---	83.0%	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	---	56.0%	YES	---	56.5%	YES	---	55.4%	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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Did not improve functioning	11	1.1%	---	7	0.6%	---	11	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	94	9.7%	---	104	9.4%	---	110	9.2%	---
Improved functioning to reach a level nearer to same-aged peers	181	18.7%	---	210	18.9%	---	238	19.9%	---
Improved functioning to reach a level comparable to same-aged peers	317	32.8%	---	406	36.6%	---	414	34.6%	---
Maintained functioning at a level comparable to same-aged peers	364	37.6%	---	383	34.5%	---	425	35.5%	---
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	---	82.6%	NO	---	84.7%	YES	---	84.4%	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	---	70.4%	NO	---	71.1%	NO	---	70.0%	NO

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Indicator 8 : Parent Involvement

Parent Involvement	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
	%	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	66.5%	N/A	63.8%	NO	66.0%	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 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	3	3	2
# 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	62	61	61
% 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 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of LEAs with disproportionate representation	2	6	4
# 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	62	61	61
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Indicator 11 : Child Find

Child Find	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children for whom parental consent to evaluate was received	5,375	4,712	7,792
# of children whose evaluations completed within State established timeline	5,088	4,647	7,372
% of children whose evaluations completed within State established timeline	94.7%	98.6%	94.6%
# of LEAs Meeting Target	53	53	55
% of LEAs Meeting Target	85.5%	86.9%	90.2%

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Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 12 : Early Childhood Transition

Early Childhood Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of children served in Part C & referred to Part B for eligibility determination	274	132	182
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	24	9	21
# found eligible & IEP developed & implemented by third birthday	234	93	149
# whose parent refusal caused delay in evaluation or initial services	8	0	2
# serviced in Part C less than 90 days before third birthday	4	30	10
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	98.3%	100.0%	100.0%
# of LEAs Meeting Target	58	61	61
% of LEAs Meeting Target	93.5%	100.0%	100.0%

Region: 06

Total Number of LEAs (2022-23) for All Indicators: 61

Indicator 13 : Secondary Transition

Secondary Transition	FFY 2020 2020-21	FFY 2021 2021-22	FFY 2022 2022-23
# of youth with disabilities aged 16 & above	1,036	1,055	1,193
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	1,036	1,055	1,023
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	85.8%
# of LEAs Meeting Target	62	61	60
% of LEAs Meeting Target	100.0%	100.0%	98.4%

Region: 06

Total Number of LEAs (2022-23) for All Indicators: 61

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	FFY20 2020-21			FFY21 2021-22			FFY22 2022-23		
	#	%	Met Target	#	%	Met Target	#	%	Met Target
Enrolled in higher education within one year of leaving high school	44	19.6%	NO	88	27.7%	NO	105	27.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	113	50.2%	NO	199	62.6%	NO	212	55.9%	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	148	65.8%	NO	231	72.6%	NO	266	70.2%	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 2020 Target	FFY 2021 Target	FFY 2022 Target
1	N/A	>=45.00%	>=46.00%
2	N/A	<=13.00%	<=12.00%
3A Reading Grade 04	N/A	>=95.00%	>=95.00%
3A Reading Grade 08	N/A	>=95.00%	>=95.00%
3A Reading Grade HS	N/A	>=95.00%	>=95.00%
3A Math Grade 04	N/A	>=95.00%	>=95.00%
3A Math Grade 08	N/A	>=95.00%	>=95.00%
3A Math Grade HS	N/A	>=95.00%	>=95.00%
3B Reading Grade 04	N/A	>=14.00%	>=20.00%
3B Reading Grade 08	N/A	>=12.00%	>=18.00%
3B Reading Grade HS	N/A	>=12.00%	>=18.00%
3B Math Grade 04	N/A	>=19.00%	>=23.00%
3B Math Grade 08	N/A	>=20.00%	>=23.00%
3B Math Grade HS	N/A	>=17.00%	>=23.00%
3C Reading Grade 04	N/A	>=91.00%	>=92.00%
3C Reading Grade 08	N/A	>=93.00%	>=93.00%
3C Reading Grade HS	N/A	>=94.00%	>=94.00%
3C Math Grade 04	N/A	>=94.00%	>=94.00%
3C Math Grade 08	N/A	>=95.00%	>=95.00%
3C Math Grade HS	N/A	>=93.00%	>=93.00%
3D Reading Grade 04	N/A	<=23.00%	<=23.00%
3D Reading Grade 08	N/A	<=36.00%	<=35.00%
3D Reading Grade HS	N/A	<=38.00%	<=37.00%
3D Math Grade 04	N/A	<=20.00%	<=20.00%
3D Math Grade 08	N/A	<=32.00%	<=31.00%
3D Math Grade HS	N/A	<=26.00%	<=26.00%
4A	N/A	<=24.00%	<=23.00%
4B	0.0%	0.00%	0.00%
5A	N/A	>=73.00%	>=73.00%
5B	N/A	<=14.00%	<=13.00%
5C	N/A	<=1.00%	<=1.00%
6A	N/A	>=27.00%	>=27.00%
6B	N/A	<=26.00%	<=25.00%
6C	N/A	<=0.85%	<=0.85%
7A1	85.0%	>=85.00%	>=86.00%
7A2	63.0%	>=63.00%	>=63.00%
7B1	84.0%	>=84.00%	>=85.00%
7B2	56.0%	>=57.00%	>=57.00%
7C1	84.0%	>=85.00%	>=85.00%

Indicator	FFY 2020 Target	FFY 2021 Target	FFY 2022 Target
7C2	71.0%	>=72.00%	>=72.00%
8	N/A	>=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	30.0%	>=31.00%	>=31.00%
14B	63.0%	>=64.00%	>=64.00%
14C	80.0%	>=81.00%	>=81.00%