

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 20

Total Number of LEAs (2022-23) for All Indicators: 88

### Indicator 1 : Graduation

<b>Graduation Category</b>	<b>FFY 2020 Class of 2020</b>	<b>FFY 2021 Class of 2021</b>	<b>FFY 2022 Class of 2022</b>
Students with IEPs	3,323	3,675	3,905
Graduates with IEPs	1,629	1,918	2,064
% Graduates with IEPs	49.0%	52.2%	52.9%
# of LEAs Meeting Target	N/A	61	65
% of LEAs Meeting Target	N/A	70.9%	73.9%
# of LEAs With 'N/A'	N/A	12	12

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### Indicator 2 : Dropout

<b>Dropout Category</b>	<b>FFY 2020 Class of 2020</b>	<b>FFY 2021 Class of 2021</b>	<b>FFY 2022 Class of 2022</b>
Students with IEPs	3,335	3,675	3,905
Dropouts with IEPs	512	721	761
% Dropouts with IEPs	15.4%	19.6%	19.5%
# of LEAs Meeting Target	N/A	54	57
% of LEAs Meeting Target	N/A	62.8%	64.8%
# of LEAs With 'N/A'	N/A	12	12

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## Region: 20

**Total Number of LEAs (2022-23) for All Indicators: 88**

### Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	5,035	---	5,604	---	6,572	---
	Regular assessment without accommodations	612	12.2%	693	12.4%	861	13.1%
	Regular assessment with accommodations	3,272	65.0%	4,239	75.6%	4,985	75.9%
	Alternate assessment against alternate achievement standards	466	9.3%	622	11.1%	671	10.2%
	Participants	4,350	86.4%	5,554	99.1%	6,517	99.2%
	Non-participants	685	13.6%	50	0.9%	55	0.8%
	LEAs Meeting Target	N/A	N/A	69	94.5%	75	96.2%
08	# of children with IEPs	4,582	---	4,971	---	5,705	---
	Advanced assessment without accommodations					151	2.7%
	Regular assessment without accommodations	370	8.1%	466	9.4%	538	9.4%
	Advanced assessment with accommodations					357	6.3%
	Regular assessment with accommodations	2,769	60.4%	3,897	78.4%	3,977	69.7%
	Alternate assessment against alternate achievement standards	428	9.3%	542	10.9%	600	10.5%
	Participants	3,567	77.9%	4,905	98.7%	5,623	98.6%
	Non-participants	1,015	22.2%	66	1.3%	82	1.4%
	LEAs Meeting Target	N/A	N/A	72	96.0%	74	96.1%
HS	# of children with IEPs	4,625	---	6,561	---	7,175	---
	Advanced assessment without accommodations					199	2.8%
	Regular assessment without accommodations	403	8.7%	510	7.8%	752	10.5%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	2,990	64.7%	5,199	79.2%	5,299	73.9%
	Alternate assessment against alternate achievement standards	409	8.8%	574	8.8%	589	8.2%
	Participants	3,802	82.2%	6,283	95.8%	6,839	95.3%
	Non-participants	823	17.8%	278	4.2%	336	4.7%
	LEAs Meeting Target	N/A	N/A	65	84.4%	64	82.1%

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## Region: 20

**Total Number of LEAs (2022-23) for All Indicators: 88**

### Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	5,042	---	5,624	---	6,600	---
	Regular assessment without accommodations	631	12.5%	734	13.1%	902	13.7%
	Regular assessment with accommodations	3,249	64.4%	4,214	74.9%	4,970	75.3%
	Alternate assessment against alternate achievement standards	466	9.2%	622	11.1%	671	10.2%
	Participants	4,346	86.2%	5,570	99.0%	6,543	99.1%
	Non-participants	696	13.8%	54	1.0%	57	0.9%
	LEAs Meeting Target	N/A	N/A	72	98.6%	74	94.9%
08	# of children with IEPs	4,393	---	4,720	---	5,385	---
	Advanced assessment without accommodations					4	0.1%
	Regular assessment without accommodations	292	6.7%	397	8.4%	544	10.1%
	Advanced assessment with accommodations					27	0.5%
	Regular assessment with accommodations	2,656	60.5%	3,695	78.3%	4,144	77.0%
	Alternate assessment against alternate achievement standards	429	9.8%	542	11.5%	601	11.2%
	Participants	3,377	76.9%	4,634	98.2%	5,320	98.8%
	Non-participants	1,016	23.1%	86	1.8%	65	1.2%
	LEAs Meeting Target	N/A	N/A	72	96.0%	73	94.8%
HS	# of children with IEPs	6,010	---	7,687	---	8,693	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	496	8.3%	491	6.4%	777	8.9%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	3,592	59.8%	5,896	76.7%	6,544	75.3%
	Alternate assessment against alternate achievement standards	418	7.0%	582	7.6%	581	6.7%
	Participants	4,506	75.0%	6,969	90.7%	7,902	90.9%
	Non-participants	1,504	25.0%	718	9.3%	791	9.1%
	LEAs Meeting Target	N/A	N/A	37	48.1%	41	52.6%

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## Region: 20

**Total Number of LEAs (2022-23) for All Indicators: 88**

### Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	3,884	---	4,932	---	5,846	---
	Proficient or above regular assessment without accommodations	205	54.5%	332	48.1%	475	51.6%
	Proficient or above regular assessment with accommodations	171	45.5%	359	52.0%	446	48.4%
	Total Proficients	376	9.7%	691	14.0%	921	15.8%
	LEAs Meeting Target	N/A	N/A	18	24.7%	24	30.8%
08	# of children with IEPs	3,139	---	4,363	---	5,023	---
	Advanced assessment without accommodations					93	14.0%
	Proficient or above regular assessment without accommodations	104	39.0%	162	40.7%	189	28.4%
	Advanced assessment with accommodations					48	7.2%
	Proficient or above regular assessment with accommodations	163	61.1%	236	59.3%	336	50.5%
	Total Proficients	267	8.5%	398	9.1%	666	13.3%
	LEAs Meeting Target	N/A	N/A	11	14.7%	12	15.6%
HS	# of children with IEPs	3,393	---	5,709	---	6,250	---
	Advanced assessment without accommodations					32	6.0%
	Proficient or above regular assessment without accommodations	67	28.3%	90	18.0%	134	25.0%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	170	71.7%	409	82.0%	370	69.0%
	Total Proficients	237	7.0%	499	8.7%	536	8.6%
	LEAs Meeting Target	N/A	N/A	15	19.5%	7	9.0%

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**Total Number of LEAs (2022-23) for All Indicators: 88**

### Indicator 3B : Reading Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	3,879	---	4,948	---	5,872	---
	Proficient or above regular assessment without accommodations	224	57.7%	446	44.8%	476	57.4%
	Proficient or above regular assessment with accommodations	164	42.3%	549	55.2%	353	42.6%
	Total Proficients	388	10.0%	995	20.1%	829	14.1%
	LEAs Meeting Target	N/A	N/A	42	57.5%	21	26.9%
08	# of children with IEPs	2,948	---	4,092	---	4,719	---
	Advanced assessment without accommodations					2	0.3%
	Proficient or above regular assessment without accommodations	108	40.8%	169	27.3%	256	39.7%
	Advanced assessment with accommodations					2	0.3%
	Proficient or above regular assessment with accommodations	157	59.3%	450	72.7%	385	59.7%
	Total Proficients	265	9.0%	619	15.1%	645	13.7%
	LEAs Meeting Target	N/A	N/A	43	57.3%	32	41.6%
HS	# of children with IEPs	4,087	---	6,384	---	7,320	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	123	28.4%	139	22.2%	282	29.4%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	310	71.6%	487	77.8%	677	70.6%
	Total Proficients	433	10.6%	626	9.8%	959	13.1%
	LEAs Meeting Target	N/A	N/A	27	35.1%	19	24.4%

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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	466	---	622	---	671	---
	Alternate assessment against alternate achievement standards	428	91.9%	593	95.3%	640	95.4%
	LEAs Meeting Target	N/A	N/A	42	84.0%	49	86.0%
08	# of children with IEPs	428	---	542	---	600	---
	Alternate assessment against alternate achievement standards	408	95.3%	526	97.1%	586	97.7%
	LEAs Meeting Target	N/A	N/A	47	94.0%	49	90.7%
HS	# of children with IEPs	409	---	574	---	589	---
	Alternate assessment against alternate achievement standards	377	92.2%	539	93.9%	555	94.2%
	LEAs Meeting Target	N/A	N/A	42	82.4%	47	87.0%

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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	466	---	622	---	671	---
	Alternate assessment against alternate achievement standards	410	88.0%	551	88.6%	615	91.7%
	LEAs Meeting Target	N/A	N/A	28	56.0%	40	70.2%
08	# of children with IEPs	429	---	542	---	601	---
	Alternate assessment against alternate achievement standards	406	94.6%	511	94.3%	574	95.5%
	LEAs Meeting Target	N/A	N/A	41	82.0%	47	87.0%
HS	# of children with IEPs	418	---	582	---	581	---
	Alternate assessment against alternate achievement standards	395	94.5%	534	91.8%	558	96.0%
	LEAs Meeting Target	N/A	N/A	39	76.5%	46	85.2%



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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	8,090	27.8%	12,009	36.0%	14,133	40.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	376	9.7%	691	14.0%	921	15.8%
	Proficiency rate gap		18.2%		22.0%		24.8%
	LEAs Meeting Target	N/A	N/A	34	44.7%	39	48.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	13,171	36.4%	18,170	41.6%	20,577	46.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	267	8.5%	398	9.1%	666	13.3%
	Proficiency rate gap		27.9%		32.5%		33.5%
	LEAs Meeting Target	N/A	N/A	50	65.8%	36	46.8%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	9,180	30.0%	14,267	31.0%	14,072	30.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	237	7.0%	499	8.7%	536	8.6%
	Proficiency rate gap		23.1%		22.3%		21.7%
	LEAs Meeting Target	N/A	N/A	51	65.4%	53	67.1%

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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	9,483	32.4%	16,808	50.0%	15,556	44.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	388	10.0%	995	20.1%	829	14.1%
	Proficiency rate gap		22.4%		29.9%		30.1%
	LEAs Meeting Target	N/A	N/A	24	31.6%	32	39.5%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	11,975	42.2%	19,739	54.5%	19,555	52.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	265	9.0%	619	15.1%	645	13.7%
	Proficiency rate gap		33.2%		39.4%		39.1%
	LEAs Meeting Target	N/A	N/A	34	44.7%	35	45.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	17,867	47.2%	22,714	44.8%	25,308	47.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	433	10.6%	626	9.8%	959	13.1%
	Proficiency rate gap		36.6%		35.0%		34.5%
	LEAs Meeting Target	N/A	N/A	50	64.1%	46	58.2%

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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	1	1	2
# of LEAs Meeting Target	82	85	86
% of LEAs Meeting Target	98.8%	98.8%	97.7%

Region: 20

Total Number of LEAs (2022-23) for All Indicators: 88

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	3
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	83	86	88
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 20

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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	56,551	---	58,879	---	67,077	---
5A: Inside the regular class 80% or more of the day	43,311	76.6%	45,725	77.7%	52,507	78.3%
5B: Inside the regular class less than 40% of the day	7,336	13.0%	7,249	12.3%	8,173	12.2%
5C: In separate school, residential facility or homebound or hospital	650	1.1%	782	1.3%	793	1.2%
LEAs Meeting Target 5A	N/A	N/A	67	77.9%	75	85.2%
LEAs Meeting Target 5B	N/A	N/A	71	82.6%	70	79.6%
LEAs Meeting Target 5C	N/A	N/A	64	74.4%	70	79.6%

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	3,350	---	3,268	---	4,020	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,340	40.0%	1,349	41.3%	1,675	41.7%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	434	13.0%	528	16.2%	684	17.0%
6C: Receiving special education and related services in the home	35	1.0%	30	0.9%	22	0.6%
LEAs Meeting Target 6A	N/A	N/A	57	66.3%	59	67.1%
LEAs Meeting Target 6B	N/A	N/A	66	76.7%	68	77.3%
LEAs Meeting Target 6C	N/A	N/A	77	89.5%	81	92.1%

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

Region: 20

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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	13	0.5%	---	14	0.5%	---	14	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	221	8.9%	---	214	8.2%	---	256	9.5%	---
Improved functioning to reach a level nearer to same-aged peers	669	27.1%	---	750	28.6%	---	859	31.7%	---
Improved functioning to reach a level comparable to same-aged peers	1,048	42.4%	---	1,093	41.7%	---	1,044	38.6%	---
Maintained functioning at a level comparable to same-aged peers	520	21.0%	---	550	21.0%	---	534	19.7%	---
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	---	88.0%	YES	---	89.0%	YES	---	87.6%	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	---	63.5%	YES	---	62.7%	YES	---	58.3%	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	13	0.5%	---	15	0.6%	---	21	0.8%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	242	9.8%	---	237	9.0%	---	273	10.1%	---
Improved functioning to reach a level nearer to same-aged peers	689	27.9%	---	750	28.6%	---	882	32.6%	---
Improved functioning to reach a level comparable to same-aged peers	1,080	43.7%	---	1,138	43.4%	---	1,078	39.8%	---
Maintained functioning at a level comparable to same-aged peers	447	18.1%	---	481	18.4%	---	453	16.7%	---
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	---	87.4%	YES	---	88.2%	YES	---	87.0%	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	---	61.8%	YES	---	61.8%	YES	---	56.6%	YES



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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	13	0.5%	---	12	0.5%	---	17	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	181	7.3%	---	183	7.0%	---	218	8.1%	---
Improved functioning to reach a level nearer to same-aged peers	428	17.3%	---	512	19.5%	---	594	21.9%	---
Improved functioning to reach a level comparable to same-aged peers	981	39.7%	---	1,075	41.0%	---	1,037	38.3%	---
Maintained functioning at a level comparable to same-aged peers	868	35.1%	---	839	32.0%	---	841	31.1%	---
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	---	87.9%	YES	---	89.1%	YES	---	87.4%	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	---	74.8%	YES	---	73.0%	YES	---	69.4%	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	71.9%	N/A	68.7%	NO	68.1%	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	4	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	83	86	88
% 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	8	5	7
# 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	83	86	88
% 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	10,893	13,653	15,653
# of children whose evaluations completed within State established timeline	10,797	13,543	15,415
% of children whose evaluations completed within State established timeline	99.1%	99.2%	98.5%
# of LEAs Meeting Target	72	71	64
% of LEAs Meeting Target	86.7%	82.6%	72.7%

Region: 20

Total Number of LEAs (2022-23) for All Indicators: 88

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	1,608	879	729
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	158	55	82
# found eligible & IEP developed & implemented by third birthday	1,228	695	561
# whose parent refusal caused delay in evaluation or initial services	175	20	10
# serviced in Part C less than 90 days before third birthday	40	106	71
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	99.4%	99.6%	99.1%
# of LEAs Meeting Target	79	84	83
% of LEAs Meeting Target	95.2%	97.7%	94.3%

Region: 20

Total Number of LEAs (2022-23) for All Indicators: 88

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	2,451	2,312	2,492
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	2,451	2,310	2,492
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	99.9%	100.0%
# of LEAs Meeting Target	83	85	87
% of LEAs Meeting Target	100.0%	98.8%	98.9%

Region: 20

Total Number of LEAs (2022-23) for All Indicators: 88

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	162	22.2%	NO	209	24.9%	NO	257	26.7%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	366	50.2%	NO	475	56.7%	NO	576	59.8%	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	446	61.2%	NO	582	69.5%	NO	678	70.3%	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
<b>7C2</b>	71.0%	>=72.00%	>=72.00%
<b>8</b>	N/A	>=81.00%	>=81.00%
<b>9</b>	0.0%	0.0%	0.0%
<b>10</b>	0.0%	0.0%	0.0%
<b>11</b>	100.0%	100.0%	100.0%
<b>12</b>	100.0%	100.0%	100.0%
<b>13</b>	100.0%	100.0%	100.0%
<b>14A</b>	30.0%	>=31.00%	>=31.00%
<b>14B</b>	63.0%	>=64.00%	>=64.00%
<b>14C</b>	80.0%	>=81.00%	>=81.00%