

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	33,429	36,862	38,384
Graduates with IEPs	14,966	17,057	18,938
% Graduates with IEPs	44.8%	46.3%	49.3%
# of LEAs Meeting Target	N/A	762	858
% of LEAs Meeting Target	N/A	63.0%	70.7%
# of LEAs With 'N/A'	N/A	175	169

State Summary Tables SPP/APR Indicators 1-14

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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	33,560	36,862	38,384
Dropouts with IEPs	4,484	5,910	5,844
% Dropouts with IEPs	13.4%	16.0%	15.2%
# of LEAs Meeting Target	N/A	904	916
% of LEAs Meeting Target	N/A	74.7%	75.5%
# of LEAs With 'N/A'	N/A	175	169

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

Indicator 3A : Math Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Participation	#	%	#	%	#	%
04	# of children with IEPs	52,681	---	56,772	---	65,097	---
	Regular assessment without accommodations	6,303	12.0%	6,645	11.7%	8,069	12.4%
	Regular assessment with accommodations	35,128	66.7%	43,213	76.1%	49,230	75.6%
	Alternate assessment against alternate achievement standards	5,040	9.6%	6,408	11.3%	7,293	11.2%
	Participants	46,471	88.2%	56,266	99.1%	64,592	99.2%
	Non-participants	6,210	11.8%	506	0.9%	505	0.8%
	LEAs Meeting Target	N/A	N/A	1,062	96.3%	1,099	97.6%
08	# of children with IEPs	46,151	---	50,524	---	55,784	---
	Advanced assessment without accommodations					1,223	2.2%
	Regular assessment without accommodations	3,753	8.1%	4,148	8.2%	4,400	7.9%
	Advanced assessment with accommodations					2,451	4.4%
	Regular assessment with accommodations	29,513	64.0%	39,753	78.7%	40,699	73.0%
	Alternate assessment against alternate achievement standards	4,507	9.8%	5,803	11.5%	6,162	11.1%
	Participants	37,773	81.9%	49,704	98.4%	54,935	98.5%
	Non-participants	8,378	18.2%	820	1.6%	849	1.5%
LEAs Meeting Target	N/A	N/A	1,055	95.2%	1,071	95.8%	
HS	# of children with IEPs	47,692	---	65,013	---	68,929	---
	Advanced assessment without accommodations					987	1.4%
	Regular assessment without accommodations	4,168	8.7%	5,081	7.8%	6,602	9.6%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	31,942	67.0%	51,357	79.0%	52,647	76.4%
	Alternate assessment against alternate achievement standards	4,514	9.5%	5,993	9.2%	6,015	8.7%
	Participants	40,624	85.2%	62,431	96.0%	66,251	96.1%
	Non-participants	7,068	14.8%	2,582	4.0%	2,678	3.9%
	LEAs Meeting Target	N/A	N/A	964	89.5%	967	88.8%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

Indicator 3A : Reading Participation

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Participation	#	%	#	%	#	%
04	# of children with IEPs	52,836	---	56,831	---	65,251	---
	Regular assessment without accommodations	6,547	12.4%	6,856	12.1%	8,277	12.7%
	Regular assessment with accommodations	34,821	65.9%	43,001	75.7%	49,120	75.3%
	Alternate assessment against alternate achievement standards	5,043	9.5%	6,404	11.3%	7,296	11.2%
	Participants	46,411	87.8%	56,261	99.0%	64,693	99.1%
	Non-participants	6,425	12.2%	570	1.0%	558	0.9%
	LEAs Meeting Target	N/A	N/A	1,062	96.3%	1,094	97.2%
08	# of children with IEPs	44,846	---	48,497	---	52,810	---
	Advanced assessment without accommodations					49	0.1%
	Regular assessment without accommodations	3,148	7.0%	3,558	7.3%	4,409	8.4%
	Advanced assessment with accommodations					73	0.1%
	Regular assessment with accommodations	28,514	63.6%	38,226	78.8%	41,320	78.2%
	Alternate assessment against alternate achievement standards	4,511	10.1%	5,794	12.0%	6,168	11.7%
	Participants	36,173	80.7%	47,578	98.1%	52,019	98.5%
	Non-participants	8,673	19.3%	919	1.9%	791	1.5%
LEAs Meeting Target	N/A	N/A	1,050	94.8%	1,078	96.4%	
HS	# of children with IEPs	62,162	---	78,840	---	86,675	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	4,571	7.4%	4,901	6.2%	7,207	8.3%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	37,114	59.7%	58,683	74.4%	63,041	72.7%
	Alternate assessment against alternate achievement standards	4,499	7.2%	6,006	7.6%	6,030	7.0%
	Participants	46,184	74.3%	69,590	88.3%	76,278	88.0%
	Non-participants	15,978	25.7%	9,250	11.7%	10,397	12.0%
	LEAs Meeting Target	N/A	N/A	579	53.8%	560	51.4%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

Indicator 3B : Math Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Math Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	41,431	---	49,858	---	57,299	---
	Proficient or above regular assessment without accommodations	2,929	53.4%	3,604	46.0%	5,088	47.1%
	Proficient or above regular assessment with accommodations	2,561	46.7%	4,229	54.0%	5,727	53.0%
	Total Proficients	5,490	13.3%	7,833	15.7%	10,815	18.9%
	LEAs Meeting Target	N/A	N/A	317	28.9%	329	29.5%
08	# of children with IEPs	33,266	---	43,901	---	48,773	---
	Advanced assessment without accommodations					866	11.4%
	Proficient or above regular assessment without accommodations	1,366	37.5%	1,751	32.9%	1,889	24.8%
	Advanced assessment with accommodations					630	8.3%
	Proficient or above regular assessment with accommodations	2,281	62.5%	3,576	67.1%	4,248	55.7%
	Total Proficients	3,647	11.0%	5,327	12.1%	7,633	15.7%
	LEAs Meeting Target	N/A	N/A	212	19.4%	224	20.3%
HS	# of children with IEPs	36,110	---	56,438	---	60,236	---
	Advanced assessment without accommodations					389	6.2%
	Proficient or above regular assessment without accommodations	874	23.5%	1,085	18.3%	1,190	19.1%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	2,839	76.5%	4,832	81.7%	4,660	74.7%
	Total Proficients	3,713	10.3%	5,917	10.5%	6,239	10.4%
	LEAs Meeting Target	N/A	N/A	247	23.1%	166	15.3%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

Indicator 3B : Reading Proficiency - Regular

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Regular	#	%	#	%	#	%
04	# of children with IEPs	41,360	---	49,856	---	57,397	---
	Proficient or above regular assessment without accommodations	2,825	57.7%	4,391	40.8%	4,950	52.9%
	Proficient or above regular assessment with accommodations	2,068	42.3%	6,366	59.2%	4,401	47.1%
	Total Proficients	4,893	11.8%	10,757	21.6%	9,351	16.3%
	LEAs Meeting Target	N/A	N/A	670	61.1%	343	30.7%
08	# of children with IEPs	31,658	---	41,781	---	45,851	---
	Advanced assessment without accommodations					38	0.5%
	Proficient or above regular assessment without accommodations	1,191	37.5%	1,788	27.0%	2,350	33.7%
	Advanced assessment with accommodations					25	0.4%
	Proficient or above regular assessment with accommodations	1,989	62.6%	4,826	73.0%	4,567	65.4%
	Total Proficients	3,180	10.0%	6,614	15.8%	6,980	15.2%
	LEAs Meeting Target	N/A	N/A	542	49.5%	325	29.4%
HS	# of children with IEPs	41,655	---	63,549	---	70,207	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	1,247	28.6%	1,479	23.7%	2,654	27.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	3,121	71.5%	4,769	76.3%	7,113	72.8%
	Total Proficients	4,368	10.5%	6,248	9.8%	9,767	13.9%
	LEAs Meeting Target	N/A	N/A	331	31.0%	368	33.9%

State Summary Tables SPP/APR Indicators 1-14

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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	5,040	---	6,408	---	7,293	---
	Alternate assessment against alternate achievement standards	4,668	92.6%	6,078	94.9%	6,882	94.4%
	LEAs Meeting Target	N/A	N/A	539	84.4%	570	81.3%
08	# of children with IEPs	4,507	---	5,803	---	6,162	---
	Alternate assessment against alternate achievement standards	4,293	95.3%	5,532	95.3%	5,914	96.0%
	LEAs Meeting Target	N/A	N/A	567	85.9%	610	87.3%
HS	# of children with IEPs	4,514	---	5,993	---	6,015	---
	Alternate assessment against alternate achievement standards	4,115	91.2%	5,596	93.4%	5,593	93.0%
	LEAs Meeting Target	N/A	N/A	538	83.8%	566	83.5%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

Indicator 3C : Reading Proficiency - Alternate

		FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
Grade	Reading Proficiency - Alternate	#	%	#	%	#	%
04	# of children with IEPs	5,043	---	6,404	---	7,296	---
	Alternate assessment against alternate achievement standards	4,304	85.4%	5,618	87.7%	6,535	89.6%
	LEAs Meeting Target	N/A	N/A	435	68.1%	491	70.0%
08	# of children with IEPs	4,511	---	5,794	---	6,168	---
	Alternate assessment against alternate achievement standards	4,277	94.8%	5,387	93.0%	5,729	92.9%
	LEAs Meeting Target	N/A	N/A	523	79.2%	563	80.5%
HS	# of children with IEPs	4,499	---	6,006	---	6,030	---
	Alternate assessment against alternate achievement standards	4,250	94.5%	5,449	90.7%	5,662	93.9%
	LEAs Meeting Target	N/A	N/A	489	76.2%	566	83.5%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	115,723	34.2%	155,348	40.8%	176,837	45.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	5,490	13.3%	7,833	15.7%	10,815	18.9%
	Proficiency rate gap		20.9%		25.1%		27.0%
	LEAs Meeting Target	N/A	N/A	473	40.8%	433	37.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	178,310	43.7%	231,522	48.1%	254,565	52.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,647	11.0%	5,327	12.1%	7,633	15.7%
	Proficiency rate gap		32.7%		36.0%		36.6%
	LEAs Meeting Target	N/A	N/A	567	49.4%	464	40.5%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	137,404	36.9%	181,098	35.8%	180,397	35.5%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,713	10.3%	5,917	10.5%	6,239	10.4%
	Proficiency rate gap		26.7%		25.3%		25.1%
	LEAs Meeting Target	N/A	N/A	560	50.9%	603	54.6%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	119,256	35.2%	200,197	52.5%	178,896	46.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	4,893	11.8%	10,757	21.6%	9,351	16.3%
	Proficiency rate gap		23.4%		30.9%		30.0%
	LEAs Meeting Target	N/A	N/A	383	33.1%	440	37.7%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	155,466	45.3%	236,231	56.7%	233,878	56.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	3,180	10.0%	6,614	15.8%	6,980	15.2%
	Proficiency rate gap		35.3%		40.9%		40.9%
	LEAs Meeting Target	N/A	N/A	441	38.5%	403	35.2%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	212,858	48.4%	256,702	45.0%	289,705	49.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	4,368	10.5%	6,248	9.8%	9,767	13.9%
	Proficiency rate gap		37.9%		35.2%		35.3%
	LEAs Meeting Target	N/A	N/A	630	57.3%	542	49.1%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	10	3	13
# of LEAs Meeting Target	1,198	1,207	1,201
% of LEAs Meeting Target	99.2%	99.8%	98.9%

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	9	8	21
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	1,208	1,210	1,214
% 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	575,435	---	605,325	---	667,298	---
5A: Inside the regular class 80% or more of the day	413,363	71.8%	439,250	72.6%	490,761	73.5%
5B: Inside the regular class less than 40% of the day	80,945	14.1%	81,959	13.5%	90,021	13.5%
5C: In separate school, residential facility or homebound or hospital	4,575	0.8%	5,772	1.0%	4,921	0.7%
LEAs Meeting Target 5A	N/A	N/A	804	66.5%	854	70.4%
LEAs Meeting Target 5B	N/A	N/A	984	81.3%	955	78.7%
LEAs Meeting Target 5C	N/A	N/A	987	81.6%	1,066	87.8%

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

State Summary Tables SPP/APR Indicators 1-14

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	29,913	---	29,975	---	35,760	---
6A: Attending REC & receiving majority of SPED and related services in a REC	8,092	27.1%	7,844	26.2%	9,351	26.2%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	7,689	25.7%	7,993	26.7%	9,864	27.6%
6C: Receiving special education and related services in the home	255	0.9%	279	0.9%	237	0.7%
LEAs Meeting Target 6A	N/A	N/A	664	54.9%	655	54.0%
LEAs Meeting Target 6B	N/A	N/A	920	76.0%	889	73.2%
LEAs Meeting Target 6C	N/A	N/A	1,092	90.3%	1,118	92.1%

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

Total Number of LEAs (2022-23) for All Indicators: 1,214

**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	170	0.7%	---	150	0.6%	---	178	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,821	12.1%	---	2,863	11.8%	---	3,622	13.4%	---
Improved functioning to reach a level nearer to same-aged peers	6,552	28.0%	---	7,080	29.2%	---	7,890	29.2%	---
Improved functioning to reach a level comparable to same-aged peers	8,891	38.0%	---	8,985	37.1%	---	9,533	35.3%	---
Maintained functioning at a level comparable to same-aged peers	4,962	21.2%	---	5,136	21.2%	---	5,795	21.5%	---
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	---	83.8%	NO	---	84.2%	NO	---	82.1%	NO
Summary Statement 2: The % of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program	---	59.2%	NO	---	58.3%	NO	---	56.7%	NO

Total Number of LEAs (2022-23) for All Indicators: 1,214

**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	159	0.7%	---	147	0.6%	---	166	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	3,085	13.2%	---	3,115	12.9%	---	4,040	15.0%	---
Improved functioning to reach a level nearer to same-aged peers	7,001	29.9%	---	7,310	30.2%	---	8,156	30.2%	---
Improved functioning to reach a level comparable to same-aged peers	9,264	39.6%	---	9,540	39.4%	---	9,871	36.5%	---
Maintained functioning at a level comparable to same-aged peers	3,886	16.6%	---	4,090	16.9%	---	4,785	17.7%	---
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	---	83.4%	NO	---	83.8%	YES	---	81.1%	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	---	56.2%	YES	---	56.3%	NO	---	54.3%	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	174	0.7%	---	166	0.7%	---	168	0.6%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	2,301	9.8%	---	2,461	10.2%	---	3,033	11.2%	---
Improved functioning to reach a level nearer to same-aged peers	4,287	18.3%	---	4,686	19.4%	---	5,312	19.7%	---
Improved functioning to reach a level comparable to same-aged peers	8,727	37.3%	---	8,922	36.9%	---	9,263	34.3%	---
Maintained functioning at a level comparable to same-aged peers	7,909	33.8%	---	7,973	32.9%	---	9,242	34.2%	---
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	---	84.0%	YES	---	83.8%	NO	---	82.0%	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	---	71.1%	YES	---	69.8%	NO	---	68.5%	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	73.0%	N/A	69.5%	NO	69.0%	NO

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

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	20	17	21
# 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	1,208	1,210	1,214
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Total Number of LEAs (2022-23) for All Indicators: 1,214

**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	102	118	108
# 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	1,208	1,210	1,214
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	114,775	141,371	173,171
# of children whose evaluations completed within State established timeline	107,370	139,783	167,724
% of children whose evaluations completed within State established timeline	93.5%	98.9%	96.9%
# of LEAs Meeting Target	1,047	1,094	1,010
% of LEAs Meeting Target	86.7%	90.4%	83.2%

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	11,304	7,040	7,122
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	999	644	689
# found eligible & IEP developed & implemented by third birthday	8,113	4,767	5,248
# whose parent refusal caused delay in evaluation or initial services	1,073	242	102
# serviced in Part C less than 90 days before third birthday	439	1,359	1,034
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	92.3%	99.4%	99.1%
# of LEAs Meeting Target	1,154	1,203	1,193
% of LEAs Meeting Target	95.5%	99.4%	98.3%

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	24,936	25,623	26,809
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	24,910	25,537	26,431
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.9%	99.7%	98.6%
# of LEAs Meeting Target	1,195	1,198	1,195
% of LEAs Meeting Target	98.9%	99.0%	98.4%

Total Number of LEAs (2022-23) for All Indicators: 1,214

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	1,718	23.8%	NO	2,218	26.7%	NO	2,654	28.4%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	3,859	53.4%	NO	4,779	57.6%	NO	5,497	58.9%	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	4,665	64.6%	NO	5,713	68.8%	NO	6,554	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%