

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 04

Total Number of LEAs (2022-23) for All Indicators: 90

### 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	6,713	7,987	7,996
Graduates with IEPs	3,192	3,679	3,758
% Graduates with IEPs	47.6%	46.1%	47.0%
# of LEAs Meeting Target	N/A	63	69
% of LEAs Meeting Target	N/A	71.6%	76.7%
# of LEAs With 'N/A'	N/A	26	26

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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	6,741	7,987	7,996
Dropouts with IEPs	847	1,383	1,206
% Dropouts with IEPs	12.6%	17.3%	15.1%
# of LEAs Meeting Target	N/A	61	61
% of LEAs Meeting Target	N/A	69.3%	67.8%
# of LEAs With 'N/A'	N/A	26	26

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 04

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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	11,320	---	12,355	---	13,874	---
	Regular assessment without accommodations	1,434	12.7%	1,564	12.7%	1,788	12.9%
	Regular assessment with accommodations	7,521	66.4%	9,322	75.5%	10,402	75.0%
	Alternate assessment against alternate achievement standards	1,101	9.7%	1,370	11.1%	1,588	11.5%
	Participants	10,056	88.8%	12,256	99.2%	13,778	99.3%
	Non-participants	1,264	11.2%	99	0.8%	96	0.7%
	LEAs Meeting Target	N/A	N/A	70	100.0%	75	100.0%
08	# of children with IEPs	9,284	---	10,290	---	11,482	---
	Advanced assessment without accommodations					254	2.2%
	Regular assessment without accommodations	1,023	11.0%	1,110	10.8%	1,117	9.7%
	Advanced assessment with accommodations					353	3.1%
	Regular assessment with accommodations	5,741	61.8%	7,726	75.1%	8,212	71.5%
	Alternate assessment against alternate achievement standards	967	10.4%	1,317	12.8%	1,383	12.0%
	Participants	7,731	83.3%	10,153	98.7%	11,319	98.6%
	Non-participants	1,553	16.7%	137	1.3%	163	1.4%
	LEAs Meeting Target	N/A	N/A	75	97.4%	79	98.8%
HS	# of children with IEPs	10,157	---	13,472	---	14,618	---
	Advanced assessment without accommodations					221	1.5%
	Regular assessment without accommodations	1,142	11.2%	1,508	11.2%	1,919	13.1%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	6,514	64.1%	10,062	74.7%	10,543	72.1%
	Alternate assessment against alternate achievement standards	1,021	10.1%	1,360	10.1%	1,371	9.4%
	Participants	8,677	85.4%	12,930	96.0%	14,054	96.1%
	Non-participants	1,480	14.6%	542	4.0%	564	3.9%
	LEAs Meeting Target	N/A	N/A	54	85.7%	54	83.1%

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## Region: 04

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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	11,353	---	12,357	---	13,881	---
	Regular assessment without accommodations	1,516	13.4%	1,609	13.0%	1,819	13.1%
	Regular assessment with accommodations	7,412	65.3%	9,275	75.1%	10,373	74.7%
	Alternate assessment against alternate achievement standards	1,103	9.7%	1,367	11.1%	1,588	11.4%
	Participants	10,031	88.4%	12,251	99.1%	13,780	99.3%
	Non-participants	1,322	11.6%	106	0.9%	101	0.7%
	LEAs Meeting Target	N/A	N/A	69	98.6%	73	97.3%
08	# of children with IEPs	9,193	---	10,098	---	11,193	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	877	9.5%	975	9.7%	1,151	10.3%
	Advanced assessment with accommodations					1	0.0%
	Regular assessment with accommodations	5,706	62.1%	7,646	75.7%	8,506	76.0%
	Alternate assessment against alternate achievement standards	969	10.5%	1,315	13.0%	1,383	12.4%
	Participants	7,552	82.2%	9,936	98.4%	11,041	98.6%
	Non-participants	1,641	17.9%	162	1.6%	152	1.4%
	LEAs Meeting Target	N/A	N/A	75	97.4%	79	98.8%
HS	# of children with IEPs	13,086	---	16,539	---	18,413	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	1,261	9.6%	1,471	8.9%	2,081	11.3%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	7,490	57.2%	11,737	71.0%	12,723	69.1%
	Alternate assessment against alternate achievement standards	1,011	7.7%	1,365	8.3%	1,382	7.5%
	Participants	9,762	74.6%	14,573	88.1%	16,186	87.9%
	Non-participants	3,324	25.4%	1,966	11.9%	2,227	12.1%
	LEAs Meeting Target	N/A	N/A	18	28.6%	20	30.8%

# Region Summary Tables SPP/APR Indicators 1-14

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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	8,955	---	10,886	---	12,190	---
	Proficient or above regular assessment without accommodations	656	52.9%	809	47.1%	1,127	48.5%
	Proficient or above regular assessment with accommodations	584	47.1%	908	52.9%	1,197	51.5%
	Total Proficients	1,240	13.9%	1,717	15.8%	2,324	19.1%
	LEAs Meeting Target	N/A	N/A	20	28.6%	15	20.0%
08	# of children with IEPs	6,764	---	8,836	---	9,936	---
	Advanced assessment without accommodations					211	12.6%
	Proficient or above regular assessment without accommodations	349	40.1%	410	36.4%	461	27.5%
	Advanced assessment with accommodations					97	5.8%
	Proficient or above regular assessment with accommodations	521	59.9%	718	63.7%	909	54.2%
	Total Proficients	870	12.9%	1,128	12.8%	1,678	16.9%
	LEAs Meeting Target	N/A	N/A	17	22.4%	21	26.6%
HS	# of children with IEPs	7,656	---	11,570	---	12,683	---
	Advanced assessment without accommodations					118	8.2%
	Proficient or above regular assessment without accommodations	230	24.8%	304	22.0%	324	22.6%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	699	75.2%	1,080	78.0%	992	69.2%
	Total Proficients	929	12.1%	1,384	12.0%	1,434	11.3%
	LEAs Meeting Target	N/A	N/A	14	22.6%	9	13.9%

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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	8,925	---	10,883	---	12,192	---
	Proficient or above regular assessment without accommodations	621	59.4%	972	41.5%	1,057	53.8%
	Proficient or above regular assessment with accommodations	424	40.6%	1,368	58.5%	909	46.2%
	Total Proficients	1,045	11.7%	2,340	21.5%	1,966	16.1%
	LEAs Meeting Target	N/A	N/A	45	64.3%	15	20.0%
08	# of children with IEPs	6,582	---	8,620	---	9,658	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	277	38.1%	429	29.7%	593	38.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	451	62.0%	1,018	70.4%	960	61.8%
	Total Proficients	728	11.1%	1,447	16.8%	1,553	16.1%
	LEAs Meeting Target	N/A	N/A	42	55.3%	27	34.2%
HS	# of children with IEPs	8,742	---	13,194	---	14,796	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	304	30.8%	391	27.8%	664	31.6%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	683	69.2%	1,016	72.2%	1,438	68.4%
	Total Proficients	987	11.3%	1,407	10.7%	2,102	14.2%
	LEAs Meeting Target	N/A	N/A	24	38.7%	20	30.8%

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 04

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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	1,101	---	1,370	---	1,588	---
	Alternate assessment against alternate achievement standards	1,023	92.9%	1,276	93.1%	1,479	93.1%
	LEAs Meeting Target	N/A	N/A	37	68.5%	43	72.9%
08	# of children with IEPs	967	---	1,317	---	1,383	---
	Alternate assessment against alternate achievement standards	910	94.1%	1,244	94.5%	1,322	95.6%
	LEAs Meeting Target	N/A	N/A	40	74.1%	54	84.4%
HS	# of children with IEPs	1,021	---	1,360	---	1,371	---
	Alternate assessment against alternate achievement standards	905	88.6%	1,241	91.3%	1,265	92.3%
	LEAs Meeting Target	N/A	N/A	34	65.4%	34	66.7%

# Region Summary Tables SPP/APR Indicators 1-14

## Region: 04

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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	1,103	---	1,367	---	1,588	---
	Alternate assessment against alternate achievement standards	937	85.0%	1,167	85.4%	1,383	87.1%
	LEAs Meeting Target	N/A	N/A	30	55.6%	32	54.2%
08	# of children with IEPs	969	---	1,315	---	1,383	---
	Alternate assessment against alternate achievement standards	903	93.2%	1,209	91.9%	1,273	92.1%
	LEAs Meeting Target	N/A	N/A	39	72.2%	48	75.0%
HS	# of children with IEPs	1,011	---	1,365	---	1,382	---
	Alternate assessment against alternate achievement standards	936	92.6%	1,199	87.8%	1,299	94.0%
	LEAs Meeting Target	N/A	N/A	24	46.2%	39	76.5%

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## Region: 04

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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	27,488	34.9%	36,235	41.5%	41,443	47.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,240	13.9%	1,717	15.8%	2,324	19.1%
	Proficiency rate gap		21.1%		25.7%		28.0%
	LEAs Meeting Target	N/A	N/A	29	39.2%	22	28.2%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	41,059	45.8%	52,957	50.2%	58,281	53.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	870	12.9%	1,128	12.8%	1,678	16.9%
	Proficiency rate gap		33.0%		37.5%		36.9%
	LEAs Meeting Target	N/A	N/A	35	44.3%	37	45.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	33,741	39.1%	43,966	38.0%	43,516	37.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	929	12.1%	1,384	12.0%	1,434	11.3%
	Proficiency rate gap		27.0%		26.0%		26.0%
	LEAs Meeting Target	N/A	N/A	34	54.0%	40	60.6%

Region: 04

Total Number of LEAs (2022-23) for All Indicators: 90

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	28,090	35.8%	46,825	53.6%	40,586	46.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	1,045	11.7%	2,340	21.5%	1,966	16.1%
	Proficiency rate gap		24.0%		32.1%		29.9%
	LEAs Meeting Target	N/A	N/A	14	18.9%	25	32.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	36,484	46.4%	55,172	58.0%	53,872	55.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	728	11.1%	1,447	16.8%	1,553	16.1%
	Proficiency rate gap		35.3%		41.2%		39.6%
	LEAs Meeting Target	N/A	N/A	32	40.5%	33	40.7%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	49,880	49.6%	59,281	45.9%	65,904	48.7%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	987	11.3%	1,407	10.7%	2,102	14.2%
	Proficiency rate gap		38.3%		35.2%		34.5%
	LEAs Meeting Target	N/A	N/A	40	63.5%	37	56.1%

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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	2	0	1
# of LEAs Meeting Target	87	88	89
% of LEAs Meeting Target	97.8%	100.0%	98.9%

Region: 04

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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	4	4	4
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	89	88	90
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 04

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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	120,390	---	127,482	---	140,974	---
5A: Inside the regular class 80% or more of the day	86,692	72.0%	92,840	72.8%	103,951	73.7%
5B: Inside the regular class less than 40% of the day	18,412	15.3%	18,510	14.5%	20,353	14.4%
5C: In separate school, residential facility or homebound or hospital	1,006	0.8%	1,109	0.9%	1,113	0.8%
LEAs Meeting Target 5A	N/A	N/A	64	72.7%	71	78.9%
LEAs Meeting Target 5B	N/A	N/A	69	78.4%	69	76.7%
LEAs Meeting Target 5C	N/A	N/A	80	90.9%	83	92.2%

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

Region: 04

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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	6,357	---	6,577	---	7,958	---
6A: Attending REC & receiving majority of SPED and related services in a REC	1,576	24.8%	1,575	24.0%	1,943	24.4%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	2,146	33.8%	2,156	32.8%	2,608	32.8%
6C: Receiving special education and related services in the home	55	0.9%	53	0.8%	54	0.7%
LEAs Meeting Target 6A	N/A	N/A	55	62.5%	56	62.2%
LEAs Meeting Target 6B	N/A	N/A	63	71.6%	63	70.0%
LEAs Meeting Target 6C	N/A	N/A	76	86.4%	78	86.7%

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

Region: 04

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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	41	0.9%	---	42	0.9%	---	51	0.9%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	515	11.3%	---	532	10.9%	---	720	12.4%	---
Improved functioning to reach a level nearer to same-aged peers	1,358	29.7%	---	1,449	29.5%	---	1,735	29.8%	---
Improved functioning to reach a level comparable to same-aged peers	1,694	37.0%	---	1,790	36.5%	---	1,950	33.5%	---
Maintained functioning at a level comparable to same-aged peers	971	21.2%	---	1,092	22.3%	---	1,367	23.5%	---
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	---	84.6%	YES	---	85.0%	YES	---	82.7%	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	---	58.2%	NO	---	58.8%	NO	---	57.0%	NO

Region: 04

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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	38	0.8%	---	34	0.7%	---	38	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	576	12.6%	---	601	12.3%	---	835	14.3%	---
Improved functioning to reach a level nearer to same-aged peers	1,433	31.3%	---	1,487	30.3%	---	1,749	30.0%	---
Improved functioning to reach a level comparable to same-aged peers	1,740	38.0%	---	1,855	37.8%	---	2,008	34.5%	---
Maintained functioning at a level comparable to same-aged peers	793	17.3%	---	927	18.9%	---	1,193	20.5%	---
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%	YES	---	84.0%	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	---	55.3%	NO	---	56.7%	YES	---	55.0%	NO

Region: 04

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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	34	0.7%	---	45	0.9%	---	40	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	430	9.4%	---	456	9.3%	---	632	10.9%	---
Improved functioning to reach a level nearer to same-aged peers	882	19.3%	---	950	19.4%	---	1,171	20.1%	---
Improved functioning to reach a level comparable to same-aged peers	1,747	38.1%	---	1,762	35.9%	---	1,892	32.5%	---
Maintained functioning at a level comparable to same-aged peers	1,487	32.5%	---	1,691	34.5%	---	2,088	35.9%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	85.0%	YES	---	84.4%	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	---	70.6%	YES	---	70.4%	NO	---	68.4%	NO

Region: 04

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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	70.6%	N/A	68.6%	NO	66.8%	NO

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

Region: 04

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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	1	0	0
# 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	89	88	90
% of LEAs Meeting Target	100.0%	100.0%	100.0%

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Total Number of LEAs (2022-23) for All Indicators: 90

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	16	17	15
# 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	89	88	90
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 04

Total Number of LEAs (2022-23) for All Indicators: 90

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	24,096	29,764	36,595
# of children whose evaluations completed within State established timeline	20,046	29,048	35,655
% of children whose evaluations completed within State established timeline	83.2%	97.6%	97.4%
# of LEAs Meeting Target	59	65	67
% of LEAs Meeting Target	66.3%	73.9%	74.4%

Region: 04

Total Number of LEAs (2022-23) for All Indicators: 90

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	1,864	1,457	1,219
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	58	75	54
# found eligible & IEP developed & implemented by third birthday	1,069	859	825
# whose parent refusal caused delay in evaluation or initial services	283	127	46
# serviced in Part C less than 90 days before third birthday	91	396	282
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	74.7%	100.0%	98.6%
# of LEAs Meeting Target	71	88	86
% of LEAs Meeting Target	79.8%	100.0%	95.6%

Region: 04

Total Number of LEAs (2022-23) for All Indicators: 90

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	4,087	4,251	4,509
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	4,083	4,249	4,409
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	99.9%	100.0%	97.8%
# of LEAs Meeting Target	84	86	88
% of LEAs Meeting Target	94.4%	97.7%	97.8%

Region: 04

Total Number of LEAs (2022-23) for All Indicators: 90

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	420	25.6%	NO	601	30.7%	YES	701	32.2%	YES
Enrolled in higher education or competitively employed within one year of leaving high school	860	52.5%	NO	1,080	55.2%	NO	1,282	58.8%	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	1,020	62.2%	NO	1,285	65.7%	NO	1,484	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.

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%