Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	446	478	417
Graduates with IEPs	193	194	217
% Graduates with IEPs	43.3%	40.6%	52.0%
# of LEAs Meeting Target	N/A	25	33
% of LEAs Meeting Target	N/A	54.4%	71.7%
# of LEAs With 'N/A'	N/A	5	5

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

Indicator 2 : Dropout

Dropout Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	448	478	417
Dropouts with IEPs	55	62	41
% Dropouts with IEPs	12.3%	13.0%	9.8%
# of LEAs Meeting Target	N/A	39	39
% of LEAs Meeting Target	N/A	84.8%	84.8%
# of LEAs With 'N/A'	N/A	5	5

Region Summary Tables SPP/APR Indicators 1-14
Region: 08
Total Number of LEAs (2022-23) for All Indicators: 46
Indicator 3A : Math Participation

Grade	Math Participation	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	560	- - -	585	- - -	684	- - -
	Regular assessment without accommodations	65	11.6%	65	11.1%	66	9.7%
	Regular assessment with accommodations	423	75.5%	457	78.1%	534	78.1%
	Alternate assessment against alternate achievement standards	61	10.9%	58	9.9%	80	11.7%
	Participants	549	98.0%	580	99.2%	680	99.4%
	Non-participants	11	2.0%	5	0.9%	4	0.6%
	LEAs Meeting Target	N/A	N/A	41	91.1%	45	97.8%
08	# of children with IEPs	517	- - -	540	- - -	579	- - -
	Advanced assessment without accommodations					8	1.4%
	Regular assessment without accommodations	16	3.1%	22	4.1%	20	3.5%
	Advanced assessment with accommodations					3	0.5%
	Regular assessment with accommodations	409	79.1%	441	81.7%	475	82.0%
	Alternate assessment against alternate achievement standards	65	12.6%	69	12.8%	65	11.2%
	Participants	490	94.8%	532	98.5%	571	98.6%
	Non-participants	27	5.2%	8	1.5%	8	1.4%
	LEAs Meeting Target	N/A	N/A	40	88.9%	42	93.3%
HS	# of children with IEPs	542	- - -	621	- - -	653	- - -
	Advanced assessment without accommodations					4	0.6%
	Regular assessment without accommodations	21	3.9%	24	3.9%	31	4.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	423	78.0%	513	82.6%	534	81.8%
	Alternate assessment against alternate achievement standards	55	10.2%	66	10.6%	73	11.2%
	Participants	499	92.1%	603	97.1%	642	98.3%
	Non-participants	43	7.9%	18	2.9%	11	1.7%
	LEAs Meeting Target	N/A	N/A	38	90.5%	37	88.1%

Region Summary Tables SPP/APR Indicators 1-14
Region: 08
Total Number of LEAs (2022-23) for All Indicators: 46
Indicator 3A : Reading Participation

Grade	Reading Participation	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	563	- - -	585	- - -	686	- - -
	Regular assessment without accommodations	73	13.0%	70	12.0%	72	10.5%
	Regular assessment with accommodations	412	73.2%	451	77.1%	530	77.3%
	Alternate assessment against alternate achievement standards	61	10.8%	58	9.9%	80	11.7%
	Participants	546	97.0%	579	99.0%	682	99.4%
	Non-participants	17	3.0%	6	1.0%	4	0.6%
	LEAs Meeting Target	N/A	N/A	41	91.1%	45	97.8%
08	# of children with IEPs	515	- - -	540	- - -	575	- - -
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	16	3.1%	20	3.7%	23	4.0%
	Advanced assessment with accommodations					1	0.2%
	Regular assessment with accommodations	402	78.1%	444	82.2%	480	83.5%
	Alternate assessment against alternate achievement standards	65	12.6%	69	12.8%	65	11.3%
	Participants	483	93.8%	533	98.7%	569	99.0%
	Non-participants	32	6.2%	7	1.3%	6	1.0%
	LEAs Meeting Target	N/A	N/A	41	91.1%	43	95.6%
HS	# of children with IEPs	612	- - -	748	- - -	765	- - -
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	28	4.6%	24	3.2%	21	2.8%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	437	71.4%	580	77.5%	605	79.1%
	Alternate assessment against alternate achievement standards	56	9.2%	66	8.8%	73	9.5%
	Participants	521	85.1%	670	89.6%	699	91.4%
	Non-participants	91	14.9%	78	10.4%	66	8.6%
	LEAs Meeting Target	N/A	N/A	25	59.5%	25	59.5%

Region Summary Tables SPP/APR Indicators 1-14
Region: 08
Total Number of LEAs (2022-23) for All Indicators: 46
Indicator 3B : Math Proficiency - Regular

Grade	Math Proficiency - Regular	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	# of children with IEPs	488	- - -	522	- - -	600	- - -
	Proficient or above regular assessment without accommodations	36	52.9%	39	50.7%	39	37.1%
	Proficient or above regular assessment with accommodations	32	47.1%	38	49.4%	66	62.9%
	Total Proficients	68	13.9%	77	14.8%	105	17.5%
	LEAs Meeting Target	N/A	N/A	14	31.1%	13	28.3%
08	# of children with IEPs	425	- - -	463	- - -	506	- - -
	Advanced assessment without accommodations					5	8.2%
	Proficient or above regular assessment without accommodations	6	15.4%	10	24.4%	8	13.1%
	Advanced assessment with accommodations					1	1.6%
	Proficient or above regular assessment with accommodations	33	84.6%	31	75.6%	47	77.1%
	Total Proficients	39	9.2%	41	8.9%	61	12.1%
	LEAs Meeting Target	N/A	N/A	8	17.8%	10	22.7%
HS	# of children with IEPs	444	- - -	537	- - -	569	- - -
	Advanced assessment without accommodations					1	1.9%
	Proficient or above regular assessment without accommodations	10	20.0%	8	12.7%	9	16.7%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	40	80.0%	55	87.3%	44	81.5%
	Total Proficients	50	11.3%	63	11.7%	54	9.5%
	LEAs Meeting Target	N/A	N/A	13	31.7%	6	14.6%

Region Summary Tables SPP/APR Indicators 1-14
Region: 08
Total Number of LEAs (2022-23) for All Indicators: 46
Indicator 3B : Reading Proficiency - Regular

Grade	Reading Proficiency - Regular	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	485	- - -	521	- - -	602	- - -
	Proficient or above regular assessment without accommodations	37	60.7%	53	45.7%	43	47.8%
	Proficient or above regular assessment with accommodations	24	39.3%	63	54.3%	47	52.2%
	Total Proficients	61	12.6%	116	22.3%	90	15.0%
	LEAs Meeting Target	N/A	N/A	32	71.1%	16	34.8%
08	# of children with IEPs	418	- - -	464	- - -	504	- - -
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	3	8.3%	9	12.3%	14	23.0%
	Advanced assessment with accommodations					1	1.6%
	Proficient or above regular assessment with accommodations	33	91.7%	64	87.7%	46	75.4%
	Total Proficients	36	8.6%	73	15.7%	61	12.1%
	LEAs Meeting Target	N/A	N/A	20	44.4%	12	27.3%
HS	# of children with IEPs	465	- - -	604	- - -	626	- - -
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	9	19.6%	12	21.1%	11	11.5%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	37	80.4%	45	79.0%	85	88.5%
	Total Proficients	46	9.9%	57	9.4%	96	15.3%
	LEAs Meeting Target	N/A	N/A	16	39.0%	16	39.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

Indicator 3C : Math Proficiency - Alternate

Grade	Math Proficiency - Alternate	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	# of children with IEPs	61	- - -	58	- - -	80	- - -
04	Alternate assessment against alternate achievement standards	60	98.4%	58	100.0%	75	93.8%
04	LEAs Meeting Target	N/A	N/A	20	100.0%	20	87.0%
08	# of children with IEPs	65	- - -	69	- - -	65	- - -
08	Alternate assessment against alternate achievement standards	65	100.0%	68	98.6%	64	98.5%
08	LEAs Meeting Target	N/A	N/A	22	95.7%	26	96.3%
HS	# of children with IEPs	55	- - -	66	- - -	73	- - -
HS	Alternate assessment against alternate achievement standards	50	90.9%	63	95.5%	63	86.3%
HS	LEAs Meeting Target	N/A	N/A	19	86.4%	25	83.3%

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

Indicator 3C : Reading Proficiency - Alternate

Grade	Reading Proficiency - Alternate	FFY20 2020-21 #	FFY20 2020-21 %	FFY21 2021-22 #	FFY21 2021-22 %	FFY22 2022-23 #	FFY22 2022-23 %
04	# of children with IEPs	61	- - -	58	- - -	80	- - -
04	Alternate assessment against alternate achievement standards	56	91.8%	56	96.6%	71	88.8%
04	LEAs Meeting Target	N/A	N/A	19	95.0%	19	82.6%
08	# of children with IEPs	65	- - -	69	- - -	65	- - -
08	Alternate assessment against alternate achievement standards	64	98.5%	66	95.7%	63	96.9%
08	LEAs Meeting Target	N/A	N/A	20	87.0%	25	92.6%
HS	# of children with IEPs	56	- - -	66	- - -	73	- - -
HS	Alternate assessment against alternate achievement standards	52	92.9%	62	93.9%	66	90.4%
HS	LEAs Meeting Target	N/A	N/A	19	86.4%	26	86.7%

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21		FFY21 2021-22		FFY22 2022-23	
		#	%	#	%	#	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,446	38.6%	1,667	43.1%	1,692	44.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	68	13.9%	77	14.8%	105	17.5%
	Proficiency rate gap		24.6%		28.3%		26.7%
	LEAs Meeting Target	N/A	N/A	18	39.1%	14	30.4%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,139	50.4%	2,148	49.3%	2,151	50.6%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	39	9.2%	41	8.9%	61	12.1%
	Proficiency rate gap		41.3%		40.4%		38.5%
	LEAs Meeting Target	N/A	N/A	16	35.6%	16	35.6%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,826	46.2%	2,006	43.9%	1,837	39.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	50	11.3%	63	11.7%	54	9.5%
	Proficiency rate gap		34.9%		32.2%		30.3%
	LEAs Meeting Target	N/A	N/A	15	35.7%	19	45.2%

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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

Grade	Math Gap in Proficiency Rates - All Children vs Children with IEPs	FFY20 2020-21 #	%	FFY21 2021-22 #	%	FFY22 2022-23 #	%
04	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,333	35.7%	2,029	52.4%	1,652	43.1%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	61	12.6%	116	22.3%	90	15.0%
	Proficiency rate gap		23.1%		30.2%		28.1%
	LEAs Meeting Target	N/A	N/A	19	41.3%	19	41.3%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	1,880	46.4%	2,342	55.6%	2,329	56.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	36	8.6%	73	15.7%	61	12.1%
	Proficiency rate gap		37.8%		39.8%		44.2%
	LEAs Meeting Target	N/A	N/A	16	35.6%	11	24.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	2,319	52.4%	2,391	47.0%	3,005	56.2%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	46	9.9%	57	9.4%	96	15.3%
	Proficiency rate gap		42.5%		37.6%		40.8%
	LEAs Meeting Target	N/A	N/A	24	57.1%	19	45.2%

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	1
# of LEAs Meeting Target	46	46	45
% of LEAs Meeting Target	100.0%	100.0%	97.8%

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	0
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	6,688	- - -	6,930	- - -	7,564	- - -
5A: Inside the regular class 80% or more of the day	4,520	67.6%	4,632	66.8%	5,136	67.9%
5B: Inside the regular class less than 40% of the day	964	14.4%	1,003	14.5%	1,078	14.3%
5C: In separate school, residential facility or homebound or hospital	32	0.5%	50	0.7%	40	0.5%
LEAs Meeting Target 5A	N/A	N/A	25	54.4%	25	54.4%
LEAs Meeting Target 5B	N/A	N/A	31	67.4%	31	67.4%
LEAs Meeting Target 5C	N/A	N/A	35	76.1%	37	80.4%

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

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	359	- - -	378	- - -	398	- - -
6A: Attending REC & receiving majority of SPED and related services in a REC	80	22.3%	88	23.3%	88	22.1%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	103	28.7%	128	33.9%	118	29.7%
6C: Receiving special education and related services in the home	2	0.6%	1	0.3%	2	0.5%
LEAs Meeting Target 6A	N/A	N/A	16	34.8%	16	34.8%
LEAs Meeting Target 6B	N/A	N/A	28	60.9%	27	58.7%
LEAs Meeting Target 6C	N/A	N/A	45	97.8%	44	95.7%

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

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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		0.3%	- - -		0.3%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	41	13.0%	- - -	31	9.3%	- - -	63	14.9%	- - -
Improved functioning to reach a level nearer to same-aged peers	84	26.6%	- - -	103	30.9%	- - -	125	29.5%	- - -
Improved functioning to reach a level comparable to same-aged peers	96	30.4%	- - -	117	35.1%	- - -	133	31.4%	- - -
Maintained functioning at a level comparable to same-aged peers	94	29.8%	- - -	81	24.3%	- - -	103	24.3%	- - -
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	- - -	81.1%	NO	- - -	87.3%	YES	- - -	80.4%	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	- - -	60.1%	NO	- - -	59.5%	NO	- - -	55.7%	NO

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	0	0.0%	- - -		0.3%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	52	16.5%	- - -	37	11.1%	- - -	72	17.0%	- - -
Improved functioning to reach a level nearer to same-aged peers	101	32.0%	- - -	128	38.4%	- - -	134	31.6%	- - -
Improved functioning to reach a level comparable to same-aged peers	120	38.0%	- - -	137	41.1%	- - -	159	37.5%	- - -
Maintained functioning at a level comparable to same-aged peers	43	13.6%	- - -	30	9.0%	- - -	59	13.9%	- - -
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	- - -	81.0%	NO	- - -	87.5%	YES	- - -	80.3%	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	- - -	51.6%	NO	- - -	50.2%	NO	- - -	51.4%	NO

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	0	0.0%	- - -	2	0.6%	- - -	0	0.0%	- - -
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	35	11.1%	- - -	27	8.1%	- - -	55	13.0%	- - -
Improved functioning to reach a level nearer to same-aged peers	57	18.0%	- - -	80	24.0%	- - -	83	19.6%	- - -
Improved functioning to reach a level comparable to same-aged peers	94	29.8%	- - -	119	35.7%	- - -	149	35.1%	- - -
Maintained functioning at a level comparable to same-aged peers	130	41.1%	- - -	105	31.5%	- - -	137	32.3%	- - -
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	- - -	81.2%	NO	- - -	87.3%	YES	- - -	80.8%	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	- - -	70.9%	YES	- - -	67.3%	NO	- - -	67.5%	NO

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	82.2%	N/A	71.7%	NO	70.4%	NO

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

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	1	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	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region Summary Tables SPP/APR Indicators 1-14

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	4	8
# 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	46	46	46
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	1,566	1,877	2,040
# of children whose evaluations completed within State established timeline	1,558	1,866	2,036
% of children whose evaluations completed within State established timeline	99.5%	99.4%	99.8%
# of LEAs Meeting Target	45	44	45
% of LEAs Meeting Target	97.8%	95.7%	97.8%

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	97	70	37
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	10	6	7
# found eligible & IEP developed & implemented by third birthday	76	47	22
# whose parent refusal caused delay in evaluation or initial services	8	0	1
# serviced in Part C less than 90 days before third birthday	2	17	7
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	98.7%	100.0%	100.0%
# of LEAs Meeting Target	45	46	46
% of LEAs Meeting Target	97.8%	100.0%	100.0%

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	450	399	422
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	443	399	422
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	98.4%	100.0%	100.0%
# of LEAs Meeting Target	45	46	46
% of LEAs Meeting Target	97.8%	100.0%	100.0%

Region: 08

Total Number of LEAs (2022-23) for All Indicators: 46

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	16	19.8%	NO	25	32.5%	YES	24	25.5%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	38	46.9%	NO	51	66.2%	YES	49	52.1%	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	50	61.7%	NO	58	75.3%	NO	58	61.7%	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%