

Region Summary Tables SPP/APR Indicators 1-14

Region: 11

Total Number of LEAs (2022-23) for All Indicators: 93

Indicator 1 : Graduation

Graduation Category	FFY 2020 Class of 2020	FFY 2021 Class of 2021	FFY 2022 Class of 2022
Students with IEPs	3,690	3,963	4,177
Graduates with IEPs	1,603	1,757	1,892
% Graduates with IEPs	43.4%	44.3%	45.3%
# of LEAs Meeting Target	N/A	53	63
% of LEAs Meeting Target	N/A	57.6%	67.7%
# of LEAs With 'N/A'	N/A	13	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	3,700	3,963	4,177
Dropouts with IEPs	478	578	615
% Dropouts with IEPs	12.9%	14.6%	14.7%
# of LEAs Meeting Target	N/A	68	67
% of LEAs Meeting Target	N/A	73.9%	72.0%
# of LEAs With 'N/A'	N/A	13	14

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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	5,819	---	6,181	---	7,210	---
	Regular assessment without accommodations	862	14.8%	863	14.0%	1,090	15.1%
	Regular assessment with accommodations	4,065	69.9%	4,666	75.5%	5,348	74.2%
	Alternate assessment against alternate achievement standards	502	8.6%	606	9.8%	720	10.0%
	Participants	5,429	93.3%	6,135	99.3%	7,158	99.3%
	Non-participants	390	6.7%	46	0.7%	52	0.7%
	LEAs Meeting Target	N/A	N/A	84	100.0%	82	96.5%
08	# of children with IEPs	4,885	---	5,201	---	5,838	---
	Advanced assessment without accommodations					102	1.8%
	Regular assessment without accommodations	504	10.3%	453	8.7%	603	10.3%
	Advanced assessment with accommodations					45	0.8%
	Regular assessment with accommodations	3,304	67.6%	4,150	79.8%	4,387	75.2%
	Alternate assessment against alternate achievement standards	537	11.0%	533	10.3%	629	10.8%
	Participants	4,345	89.0%	5,136	98.8%	5,766	98.8%
	Non-participants	540	11.1%	65	1.3%	72	1.2%
	LEAs Meeting Target	N/A	N/A	81	98.8%	80	94.1%
HS	# of children with IEPs	5,204	---	6,967	---	7,182	---
	Advanced assessment without accommodations					70	1.0%
	Regular assessment without accommodations	430	8.3%	450	6.5%	732	10.2%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	3,783	72.7%	5,695	81.7%	5,615	78.2%
	Alternate assessment against alternate achievement standards	438	8.4%	646	9.3%	563	7.8%
	Participants	4,651	89.4%	6,791	97.5%	6,980	97.2%
	Non-participants	553	10.6%	176	2.5%	202	2.8%
	LEAs Meeting Target	N/A	N/A	78	96.3%	75	91.5%

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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	5,834	---	6,187	---	7,224	---
	Regular assessment without accommodations	933	16.0%	896	14.5%	1,098	15.2%
	Regular assessment with accommodations	3,997	68.5%	4,633	74.9%	5,348	74.0%
	Alternate assessment against alternate achievement standards	505	8.7%	607	9.8%	720	10.0%
	Participants	5,435	93.2%	6,136	99.2%	7,166	99.2%
	Non-participants	399	6.8%	51	0.8%	58	0.8%
	LEAs Meeting Target	N/A	N/A	84	100.0%	84	98.8%
08	# of children with IEPs	4,793	---	5,069	---	5,638	---
	Advanced assessment without accommodations					17	0.3%
	Regular assessment without accommodations	422	8.8%	380	7.5%	528	9.4%
	Advanced assessment with accommodations					9	0.2%
	Regular assessment with accommodations	3,271	68.3%	4,088	80.7%	4,388	77.8%
	Alternate assessment against alternate achievement standards	538	11.2%	532	10.5%	629	11.2%
	Participants	4,231	88.3%	5,000	98.6%	5,571	98.8%
	Non-participants	562	11.7%	69	1.4%	67	1.2%
	LEAs Meeting Target	N/A	N/A	80	97.6%	82	96.5%
HS	# of children with IEPs	6,623	---	8,341	---	8,858	---
	Advanced assessment without accommodations					0	0.0%
	Regular assessment without accommodations	447	6.8%	455	5.5%	715	8.1%
	Advanced assessment with accommodations					0	0.0%
	Regular assessment with accommodations	4,215	63.6%	6,316	75.7%	6,613	74.7%
	Alternate assessment against alternate achievement standards	439	6.6%	648	7.8%	560	6.3%
	Participants	5,101	77.0%	7,419	89.0%	7,888	89.1%
	Non-participants	1,522	23.0%	922	11.1%	970	11.0%
	LEAs Meeting Target	N/A	N/A	39	48.2%	40	48.8%

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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	4,927	---	5,529	---	6,438	---
	Proficient or above regular assessment without accommodations	409	57.1%	490	50.5%	705	55.4%
	Proficient or above regular assessment with accommodations	307	42.9%	480	49.5%	567	44.6%
	Total Proficients	716	14.5%	970	17.5%	1,272	19.8%
	LEAs Meeting Target	N/A	N/A	31	36.9%	30	35.7%
08	# of children with IEPs	3,808	---	4,603	---	5,137	---
	Advanced assessment without accommodations					88	10.6%
	Proficient or above regular assessment without accommodations	209	46.3%	213	36.7%	288	34.6%
	Advanced assessment with accommodations					26	3.1%
	Proficient or above regular assessment with accommodations	242	53.7%	367	63.3%	431	51.7%
	Total Proficients	451	11.8%	580	12.6%	833	16.2%
	LEAs Meeting Target	N/A	N/A	14	17.1%	19	22.6%
HS	# of children with IEPs	4,213	---	6,145	---	6,417	---
	Advanced assessment without accommodations					37	5.7%
	Proficient or above regular assessment without accommodations	117	25.4%	127	20.5%	145	22.5%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	343	74.6%	492	79.5%	463	71.8%
	Total Proficients	460	10.9%	619	10.1%	645	10.1%
	LEAs Meeting Target	N/A	N/A	17	21.3%	14	17.1%

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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	4,930	---	5,529	---	6,446	---
	Proficient or above regular assessment without accommodations	413	60.9%	587	44.1%	696	59.2%
	Proficient or above regular assessment with accommodations	265	39.1%	744	55.9%	479	40.8%
	Total Proficients	678	13.8%	1,331	24.1%	1,175	18.2%
	LEAs Meeting Target	N/A	N/A	63	75.0%	32	38.1%
08	# of children with IEPs	3,693	---	4,468	---	4,942	---
	Advanced assessment without accommodations					17	2.1%
	Proficient or above regular assessment without accommodations	166	42.6%	224	29.0%	299	36.2%
	Advanced assessment with accommodations					6	0.7%
	Proficient or above regular assessment with accommodations	224	57.4%	548	71.0%	505	61.1%
	Total Proficients	390	10.6%	772	17.3%	827	16.7%
	LEAs Meeting Target	N/A	N/A	43	52.4%	29	34.5%
HS	# of children with IEPs	4,659	---	6,770	---	7,320	---
	Advanced assessment without accommodations					0	0.0%
	Proficient or above regular assessment without accommodations	178	30.9%	184	24.8%	307	27.2%
	Advanced assessment with accommodations					0	0.0%
	Proficient or above regular assessment with accommodations	399	69.2%	557	75.2%	820	72.8%
	Total Proficients	577	12.4%	741	11.0%	1,127	15.4%
	LEAs Meeting Target	N/A	N/A	29	36.3%	29	35.4%

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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	502	---	606	---	720	---
	Alternate assessment against alternate achievement standards	443	88.3%	553	91.3%	673	93.5%
	LEAs Meeting Target	N/A	N/A	32	64.0%	36	69.2%
08	# of children with IEPs	537	---	533	---	629	---
	Alternate assessment against alternate achievement standards	502	93.5%	504	94.6%	597	94.9%
	LEAs Meeting Target	N/A	N/A	47	83.9%	45	79.0%
HS	# of children with IEPs	438	---	646	---	563	---
	Alternate assessment against alternate achievement standards	396	90.4%	590	91.3%	512	90.9%
	LEAs Meeting Target	N/A	N/A	37	71.2%	45	80.4%

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Region: 11

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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	505	---	607	---	720	---
	Alternate assessment against alternate achievement standards	405	80.2%	513	84.5%	620	86.1%
	LEAs Meeting Target	N/A	N/A	25	50.0%	28	53.9%
08	# of children with IEPs	538	---	532	---	629	---
	Alternate assessment against alternate achievement standards	504	93.7%	485	91.2%	572	90.9%
	LEAs Meeting Target	N/A	N/A	40	71.4%	41	71.9%
HS	# of children with IEPs	439	---	648	---	560	---
	Alternate assessment against alternate achievement standards	408	92.9%	575	88.7%	512	91.4%
	LEAs Meeting Target	N/A	N/A	31	59.6%	45	80.4%

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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	14,092	36.4%	17,098	41.8%	18,931	45.8%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	716	14.5%	970	17.5%	1,272	19.8%
	Proficiency rate gap		21.9%		24.2%		26.0%
	LEAs Meeting Target	N/A	N/A	31	35.2%	24	27.6%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	21,919	45.0%	25,990	48.6%	27,825	52.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	451	11.8%	580	12.6%	833	16.2%
	Proficiency rate gap		33.2%		36.0%		36.7%
	LEAs Meeting Target	N/A	N/A	40	45.5%	32	36.4%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	16,937	39.1%	20,617	36.6%	21,564	36.9%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	460	10.9%	619	10.1%	645	10.1%
	Proficiency rate gap		28.1%		26.6%		26.8%
	LEAs Meeting Target	N/A	N/A	38	45.8%	43	51.8%

Region: 11

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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	14,351	37.0%	22,308	54.3%	19,695	47.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	678	13.8%	1,331	24.1%	1,175	18.2%
	Proficiency rate gap		23.3%		30.3%		29.1%
	LEAs Meeting Target	N/A	N/A	23	26.1%	21	24.1%
08	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	19,523	47.6%	26,870	58.7%	25,567	57.3%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	390	10.6%	772	17.3%	827	16.7%
	Proficiency rate gap		37.1%		41.4%		40.5%
	LEAs Meeting Target	N/A	N/A	28	31.8%	30	34.1%
HS	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	25,996	52.4%	28,463	47.2%	32,100	51.4%
	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	577	12.4%	741	11.0%	1,127	15.4%
	Proficiency rate gap		40.0%		36.2%		36.0%
	LEAs Meeting Target	N/A	N/A	39	47.0%	29	34.9%

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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	0	2
# of LEAs Meeting Target	91	92	91
% of LEAs Meeting Target	98.9%	100.0%	97.9%

Region: 11

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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	1	1	4
# of LEAs that reported noncompliance related to the review of policies, procedures & practices	0	0	0
# of LEAs Meeting Target	92	92	93
% of LEAs Meeting Target	100.0%	100.0%	100.0%

Region: 11

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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	62,306	---	67,321	---	73,551	---
5A: Inside the regular class 80% or more of the day	44,915	72.1%	49,077	72.9%	54,443	74.0%
5B: Inside the regular class less than 40% of the day	8,524	13.7%	8,796	13.1%	9,645	13.1%
5C: In separate school, residential facility or homebound or hospital	307	0.5%	443	0.7%	361	0.5%
LEAs Meeting Target 5A	N/A	N/A	65	70.7%	72	77.4%
LEAs Meeting Target 5B	N/A	N/A	77	83.7%	75	80.7%
LEAs Meeting Target 5C	N/A	N/A	82	89.1%	85	91.4%

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

Region: 11

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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	3,145	---	3,505	---	4,066	---
6A: Attending REC & receiving majority of SPED and related services in a REC	902	28.7%	872	24.9%	1,027	25.3%
6B: Attending a SPED program (not in any REC) in separate SPED class, separate school or RF placements	713	22.7%	999	28.5%	1,136	27.9%
6C: Receiving special education and related services in the home	16	0.5%	14	0.4%	23	0.6%
LEAs Meeting Target 6A	N/A	N/A	48	52.2%	49	52.7%
LEAs Meeting Target 6B	N/A	N/A	69	75.0%	67	72.0%
LEAs Meeting Target 6C	N/A	N/A	84	91.3%	85	91.4%

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

Region: 11

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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	18	0.8%	---	17	0.7%	---	20	0.7%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	305	12.9%	---	326	12.6%	---	373	12.5%	---
Improved functioning to reach a level nearer to same-aged peers	649	27.3%	---	741	28.7%	---	863	29.0%	---
Improved functioning to reach a level comparable to same-aged peers	851	35.9%	---	946	36.6%	---	1,047	35.2%	---
Maintained functioning at a level comparable to same-aged peers	551	23.2%	---	553	21.4%	---	671	22.6%	---
Summary Statement 1: The % who entered the preschool program below age expectations in each outcome, and substantially increased their rate of growth by the time they turned 6 years of age or exited the program	---	82.3%	NO	---	83.1%	NO	---	82.9%	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	---	59.1%	NO	---	58.0%	NO	---	57.8%	NO

Region: 11

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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	0.6%	---	17	0.7%	---	14	0.5%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	313	13.2%	---	332	12.9%	---	413	13.9%	---
Improved functioning to reach a level nearer to same-aged peers	653	27.5%	---	751	29.1%	---	879	29.6%	---
Improved functioning to reach a level comparable to same-aged peers	977	41.2%	---	1,070	41.5%	---	1,155	38.8%	---
Maintained functioning at a level comparable to same-aged peers	418	17.6%	---	411	15.9%	---	513	17.3%	---
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	---	83.3%	NO	---	83.9%	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	---	58.8%	YES	---	57.4%	YES	---	56.1%	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	15	0.6%	---	20	0.8%	---	11	0.4%	---
Improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	224	9.4%	---	294	11.4%	---	313	10.5%	---
Improved functioning to reach a level nearer to same-aged peers	409	17.2%	---	476	18.4%	---	587	19.7%	---
Improved functioning to reach a level comparable to same-aged peers	851	35.9%	---	945	36.6%	---	1,038	34.9%	---
Maintained functioning at a level comparable to same-aged peers	875	36.9%	---	846	32.8%	---	1,025	34.5%	---
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	---	84.1%	YES	---	81.9%	NO	---	83.4%	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	---	72.7%	YES	---	69.4%	NO	---	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	71.8%	N/A	66.9%	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	0	1	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	92	92	93
% 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	10	7	11
# 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	92	92	93
% 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	13,401	17,388	19,146
# of children whose evaluations completed within State established timeline	12,923	17,351	18,884
% of children whose evaluations completed within State established timeline	96.4%	99.8%	98.6%
# of LEAs Meeting Target	79	91	74
% of LEAs Meeting Target	85.9%	98.9%	79.6%

Region: 11

Total Number of LEAs (2022-23) for All Indicators: 93

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	1,561	842	1,141
# referred determined to be NOT eligible & eligibilities were determined prior to third birthday	173	104	118
# found eligible & IEP developed & implemented by third birthday	1,016	614	887
# whose parent refusal caused delay in evaluation or initial services	259	3	11
# serviced in Part C less than 90 days before third birthday	70	120	117
% serviced in Part C prior to age 3, eligible for Part B & have IEP developed & implemented by third birthday	95.9%	99.8%	99.1%
# of LEAs Meeting Target	88	91	91
% of LEAs Meeting Target	95.7%	98.9%	97.9%

Region: 11

Total Number of LEAs (2022-23) for All Indicators: 93

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	2,667	2,894	2,896
# of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	2,667	2,894	2,896
% of youth 16 & above with an IEP that includes coordinated, measurable, annual IEP goals & transition services	100.0%	100.0%	100.0%
# of LEAs Meeting Target	92	92	91
% of LEAs Meeting Target	100.0%	100.0%	97.9%

Region: 11

Total Number of LEAs (2022-23) for All Indicators: 93

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	220	25.7%	NO	263	28.4%	NO	283	26.2%	NO
Enrolled in higher education or competitively employed within one year of leaving high school	520	60.8%	NO	602	65.0%	YES	652	60.4%	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	604	70.6%	NO	706	76.2%	NO	786	72.9%	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%